

# **EAST RAMAPO CENTRAL SCHOOL DISTRICT**

**APPROVED 2021-22**

# **DISTRICT WIDE SAFETY PLAN**

**Developed by**

**East Ramapo Central School District Safety Committee**

**and**

**Rockland BOCES Safety & Risk Management**

**East Ramapo Central School District  
Emergency Coordinators and Phone Numbers**

**ERCSD Emergency Contacts**

<b><u>TITLE</u></b>	<b><u>NAME</u></b>	<b><u>TELEPHONE</u></b>
<b>Superintendent of Schools</b>	<b>Dr. Ray Giamartino, Jr.</b>	<b>577-6011</b>
<b>Emergency Coordinator</b>	<b>Tom Carton</b>	<b>577-6136/845-406-1349</b>
<b>Interim Director of Facilities</b>	<b>Howard Hyman</b>	<b>577-6480</b>
<b>Director of Transportation</b>	<b>Douglas Schweglar</b>	<b>577-6490</b>
<b>Director of School Security</b>	<b>Thomas Carton</b>	<b>577-6136</b>
<b>Coordinator of Health Services</b>	<b>Chris Healy</b>	<b>577-6049</b>

**Telephone Numbers for Community Services**

<b>POLICE DEPARTMENTS</b>	For immediate emergency	<b>911</b>
<ul style="list-style-type: none"> <li>• <b>Spring Valley Police</b></li> <li>• <b>Ramapo Police</b></li> <li>• <b>New York State Police – Troop F</b></li> </ul>		<b>356-7400</b> <b>357-2400</b> <b>358-0206</b>
<b>FIRE DEPARTMENTS</b>	For immediate emergency	<b>911</b>
<ul style="list-style-type: none"> <li>• <b>Spring Valley Fire Department</b></li> <li>• <b>South Spring Valley Fire Department</b></li> <li>• <b>Monsey Fire Department</b></li> <li>• <b>Hillcrest Fire Department</b></li> </ul>		<b>911</b> <b>911</b> <b>911</b> <b>911</b>
<b>DEPARTMENT OF EMERGENCY SERVICES</b>		<b>364-8900</b>
<b>AMBULANCE CORPS.</b>	For immediate emergency	<b>911</b>
<ul style="list-style-type: none"> <li>• <b>Spring Hill Ambulance</b></li> <li>• <b>William Faist Ambulance</b></li> <li>• <b>Ramapo Valley Ambulance</b></li> </ul>		<b>354-0618</b> <b>352-4556</b> <b>357-1788</b>
<b>AMERICAN RED CROSS</b>		<b>358-0833</b>
<b>POISON CONTROL</b>		<b>1-800-222-1222</b>
<b>LOCAL RADIO STATION</b>		
<ul style="list-style-type: none"> <li>• <b>WRCR 1700 am</b></li> </ul>		<b>845-429-1700</b>

## AREA HOSPITALS

- **Nyack Hospital**
- **Good Samaritan**

**348-2000**

**368-5000**

## ORANGE & ROCKLAND UTILITIES

- **Gas Leaks**
- **Other Emergencies**

**1-800-533-5325**

**1-877-434-4100**

## WATER COMPANIES

- **United Water/Suez**

**620-3342**

**SIGNAL ELECTRONIC CO. (Fire and Burglar Alarm)**

**354-7070**

## Table of Contents

	<b>Page</b>
<b>Preamble</b>	<b>1</b>
<b>1.0 Introduction</b>	<b>2</b>
<b>2.0 Scope and Application</b>	<b>2</b>
<b>3.0 Procedures</b>	<b>2</b>
<b>3.1 Explosive Device Threat Response</b>	<b>2</b>
<b>3.2 Violence and Threats of Violence</b>	<b>3</b>
<b>3.3 Annual Training in School Violence Prevention and Intervention</b>	<b>3</b>
<b>3.4 Contacting of Law Enforcement/Emergency Response Officials</b>	<b>4</b>
<b>3.5 Notification of Parent/Guardians</b>	<b>4</b>
<b>3.6 Building Security</b>	<b>4</b>
<b>3.7 Gangs</b>	<b>5</b>
<b>4.0 Emergency Types</b>	<b>5</b>
<b>5.0 Basic Response Procedures</b>	<b>5</b>
<b>5.1 Emergency Closing Prior to Start of Day</b>	<b>6</b>
<b>5.2 Emergency Go Home Plan</b>	<b>6-7</b>
<b>5.3 Sheltering</b>	<b>7-8</b>
<b>5.4 Evacuation – Other Than Going Home</b>	<b>8-9</b>
<b>5.5 Evacuation –Shelter in Place</b>	<b>9</b>
<b>5.6 Lock Down</b>	<b>9</b>
<b>5.7 Lock Out</b>	<b>10</b>
<b>6.0 Specific Emergency Response Procedures</b>	<b>10</b>
<b>6.1 Threats of Violence</b>	<b>10-13</b>
<b>6.1.a Bomb Threats</b>	<b>13</b>
<b>6.1.b Bio-Terrorism Threats</b>	<b>14</b>
<b>6.1.c Violent Incident</b>	<b>14-15</b>
<b>6.1.d Kidnapping</b>	<b>15</b>
<b>6.1.e Riots</b>	<b>15-16</b>
<b>6.2 Facilities Related Incidents</b>	<b>16</b>
<b>6.2.a Building System Failure (Electric, Water, Gas, HVAC, Telephone)</b>	<b>16</b>
<b>6.3 Fire and Explosion</b>	<b>16</b>
<b>6.4 Hazardous Materials Incident (On-Site)</b>	<b>17</b>
<b>6.5 Medical</b>	<b>17</b>
<b>6.5.a Medical Non-Traumatic (Illness)</b>	<b>17</b>
<b>6.5.b Medical Traumatic (Injury)</b>	<b>17</b>
<b>6.5.c Automated External Defibrillators</b>	<b>17</b>
<b>6.6 Environmental</b>	<b>18</b>
<b>6.6.a Evacuation</b>	<b>18</b>
<b>6.6.b Hurricanes</b>	<b>18</b>
<b>6.6.c Floods/Flash Floods</b>	<b>18</b>
<b>6.6.d Winter Weather</b>	<b>19</b>
<b>6.6.e Tornadoes/High Winds</b>	<b>19</b>
<b>6.6.f Air Pollution Incident</b>	<b>19</b>
<b>6.6.g Earthquakes</b>	<b>19</b>
<b>6.7 Indian Point/Radiological/Hazardous Materials (Appendix C – pp. 44-61)</b>	<b>19</b>
<b>6.7.a Potassium Iodide (Annex pp. 62-69)</b>	<b>20</b>
<b>6.8 Pandemic Illness</b>	<b>20</b>

<b>7.0</b>	<b>Violence Prevention and Intervention</b>	<b>20</b>
<b>7.1</b>	<b>Physical Security/Job Description and Responsibilities</b>	<b>20</b>
<b>7.1.a</b>	<b>Spring Valley &amp; Ramapo High Schools</b>	<b>20</b>
<b>7.1.b</b>	<b>Chestnut Ridge &amp; Pomona Middle Schools</b>	<b>20</b>
<b>7.1.c</b>	<b>All Elementary Schools in District</b>	<b>20</b>
<b>7.2</b>	<b>Prevention and Intervention Strategies</b>	<b>21</b>
<b>7.3</b>	<b>Collaborative Agreements</b>	<b>21-24</b>
<b>7.4</b>	<b>Crisis Management</b>	<b>24</b>
<b>7.5</b>	<b>Conflict Resolution</b>	<b>24</b>
<b>7.6</b>	<b>Reporting</b>	<b>25</b>
<b>7.7</b>	<b>Code of Conduct</b>	<b>25</b>
<b>7.7a)</b>	<b>Student Rules</b>	<b>25</b>
<b>7.8</b>	<b>Anti-Bullying Programs</b>	<b>26</b>
<b>7.9</b>	<b>Anti-Gang Programs</b>	<b>26-27</b>
<b>7.10</b>	<b>Suicide Prevention</b>	<b>27</b>
<b>7.11</b>	<b>Programs to Reduce Isolation and Alienation and Promote Respect</b>	<b>27</b>
<b>8.0</b>	<b>Notification of Emergency Response Agencies</b>	<b>28</b>
<b>9.0</b>	<b>Utilization of Local Resources</b>	<b>28</b>
<b>10.0</b>	<b>District Resources</b>	<b>29-31</b>
<b>11.0</b>	<b>Chain of Command</b>	<b>32</b>
<b>12.0</b>	<b>Incident Command System</b>	<b>32</b>
<b>13.0</b>	<b>Notification Process</b>	<b>32</b>
<b>14.0</b>	<b>District Security</b>	<b>32</b>
<b>15.0</b>	<b>Public Information</b>	<b>32-33</b>
<b>16.0</b>	<b>Employee Training</b>	<b>33</b>
<b>17.0</b>	<b>Student Training</b>	<b>33-34</b>
<b>18.0</b>	<b>Exercises and Drills</b>	<b>34</b>
<b>19.0</b>	<b>Threat Assessment</b>	<b>34</b>
<b>20.0</b>	<b>Plan Review and Updating</b>	<b>35</b>
<b>21.0</b>	<b>District Wide Emergency Notification</b>	<b>36</b>
<b>22.0</b>	<b>District Demographics</b>	<b>37-39</b>
<b>23.0</b>	<b>Post Incident Recovery</b>	<b>40</b>
<b>23.1</b>	<b>Principles of Post-Intervention</b>	<b>40</b>
<b>23.2</b>	<b>Reduce Fear</b>	<b>40</b>
<b>23.3</b>	<b>Facilitate Grieving</b>	<b>40-41</b>
<b>Appendix A-1:</b>	<b>Policies and Procedures on Responses</b>	<b>42</b>
<b>Appendix A-1 (a):</b>	<b>Bomb Threat Phone Call Questions/Instructions</b>	<b>43</b>
<b>Appendix A-2:</b>	<b>Procedure for Handling Threats of Lethal Violence When There is No Weapon of Any Kind Involved – K-5</b>	<b>44</b>
<b>Appendix A-2 (a):</b>	<b>Report Form for Threat of Lethal Violence with No Weapon Involved</b>	<b>45</b>
<b>Appendix B:</b>	<b>Crisis Aftermath Checklist</b>	<b>46</b>
<b>Appendix C:</b>	<b>Rockland Co. Schools Radiological Emergency Response Plan</b>	<b>47-64</b>
<b>Annex for the Distribution of Potassium Iodide</b>		<b>65-72</b>
<b>Appendix D:</b>	<b>Pandemic Illness Plan</b>	<b>73-79</b>
<b>Appendix E:</b>	<b>List of Non-Public Schools in ERCSD</b>	<b>80-83</b>
<b>Appendix F:</b>	<b>Alternate Locations for Student Pick-up</b>	<b>84</b>
<b>Appendix G:</b>	<b>Site of Potential Emergency</b>	<b>85</b>
<b>Appendix H:</b>	<b>Required Plan Development Procedures</b>	<b>86</b>

Page iii  
**PREAMBLE**

The Mission Statement of the East Ramapo Central School District is built upon a set of values that establish the framework and the direction of the daily life in our school community.

**Our Mission:**

As a unified community, the East Ramapo Central School District is committed to educating the whole child by providing a healthy, safe, supportive, engaging and challenging learning environment.

**Our Vision:**

We will become proficient in all that we do.

**Our Shared Values:**

In everything we do, we motivate, facilitate, and reinforce:

1. Trust and open communication
2. Confidence
3. Collaborative relationships
4. Mutual respect and ethical behavior
5. Diversity and inclusiveness
6. Excellence

**Code of Conduct**

The Code of Conduct and District Safety Plan have been written to assist us in communicating and acting upon these values. It is the intention of the East Ramapo Central School District to implement these regulations in a manner that is respectful of the strength that diversity in approach can bring to attaining our common goals in a positive and productive manner. The safety and security of our students is our first priority.

**Relationship:**

The East Ramapo Central School District recognizes that affirmative relationships that are nurtured and encouraged create a healthy environment that is supportive of productive problem solving and conflict resolution. Providing students and staff with opportunities to learn about each other and to develop constructive relationships is a goal that is shared throughout the school community.

Specific strategies and activities currently in place include:

- Voices of Love and Freedom Program (K-5)
- Advisory (6-8)
- Cultural Competency Training
- Peer Mediation (6-12)
- Leadership training (HS)
- Anti Bullying Initiatives (Olweus; K-8)
- Raise Our Sights

It is the goal of the East Ramapo Central School District to endeavor to build these bridges between and among the members of our school community as the cornerstone of our efforts to provide a safe and sure learning environment for everyone.



## **1.0 Introduction**

The District Wide School Safety Plan is a multi hazards approach to address the following situations:

- Threats of Violence
- Violent Acts
- Medical Emergencies
- Weather Related Emergencies
- Emergencies Affecting School Facilities
- Fire and Explosions
- Radiological and Hazardous Materials Incidents

This program and associated documents shall serve as the standard operating guidelines for the East Ramapo Central School District when dealing with the aforementioned issues. Safety is of the utmost importance to the East Ramapo Central School District and this plan in concert with other plans provides for a safe, secure workplace and learning environment for our staff, students and visitors.

## **2.0 Scope and Application**

This school safety plan shall be used in concert with the building level safety plans when addressing any of the issues listed above. This plan shall apply to all district events, facilities, properties and vehicles.

## **3.0 Procedures**

Listed below are the various procedures that we use to address school safety, security and violence prevention.

### **3.1 Explosive Device Threat Response**

Explosive Device: Any item that is capable of producing a detonation or deflagration.

Threats: There are two types of threat, specific and non-specific. A non-specific is one that indicates that the device is located on the property but no further information is provided. A specific threat is one in which the informer related more specific information with regards to the device.

The East Ramapo Central School District recognizes that violence and threats of violence result in creating an atmosphere of apprehension in district facilities and fundamentally disrupt the educational process. To minimize the disruptive effects upon the orderly operation of the East Ramapo Central School District and its facilities and to clearly define the roles and responsibilities of those involved in the response to such threats, the district has developed a comprehensive district wide safety plan and building level safety plans that contain specific procedures on how to respond to an explosive device threat. Upon receiving an explosive device threat by any method or manner, the individual receiving the threat shall immediately implement the appropriate actions as set forth in the District Wide Safety Plan and the Building Level Safety Plan. The superintendent or his/her designee shall serve as the incident commander for the duration of the event unless that role is transferred to another appropriate agency or individual. The East Ramapo Central School District shall in all instances notify the appropriate law enforcement agency immediately and shall work in cooperation with all outside emergency response agencies in an effort to bring the incident to a safe and successful closure.



### **3.2 Violence and Threats of Violence**

Disruptive Behavior: Disruptive behavior disturbs, interferes with, or prevents normal work functions or activities. Disruptive behavior includes yelling, using profanity, waving arms or fists, or verbally abusing others, making inappropriate demands for time and attention, making unreasonable demands for action (demanding an immediate appointment or a response to a complaint on the spot), or refusing a reasonable request for identification.

Threatening Behavior: Threatening behavior includes physical actions short of the actual contact/injury, (i.e., aggressively moving closer) general oral or written threats to people or property, (“you’d better watch your back” or “I’ll get you”) as well as implicit threats (“you’ll be sorry” or “this isn’t over”).

Violent Behavior: Violent behavior includes any physical assault, with or without weapons; behavior that a reasonable person would interpret as being violent (e.g., throwing things, pounding on a desk or door, destroying property); specific threats to inflict physical harm (e.g., a threat to shoot a named victim).

The East Ramapo Central School District can best perform its missions of teaching and public service when faculty, students, staff and visitors share a climate that supports the free exchange of ideas and utilizes constructive methods of conflict management. The district is committed to creating and maintaining an environment that is free from disruptive, threatening, and violent behavior. The district will not ignore, condone, or tolerate disruptive, threatening, or violent behavior by any member of the school district community or by unaffiliated visitors. Faculty, staff, or students engaged in such behavior will be subject to appropriate disciplinary action, up to and including suspension or dismissal, under the applicable policy. Some disruptive, threatening, or violent behavior is prohibited under criminal or civil law. When appropriate, the East Ramapo Central School District will refer cases for civil action or criminal prosecution. An individual may be excluded from the district premises for certain reasons, including disruptive, threatening, or violent behavior. Faculty, staff or students may be suspended or put on leave under applicable district policies.

Please see the Code of Conduct for additional information on violent and threatening behavior such as bullying and hazing.

### **3.3 Annual Training in School Prevention and Intervention**

Violence: Violence shall be defined in accordance with the district’s violence and threats of violence policy, the explosive device threat policy and as any behavior or action performed by any person or persons that may inflict emotional, mental or physical harm to another individual or against district owned property.

In accordance with the Commissioner of Education’s Regulations, the East Ramapo Central School District shall, on at least an annual basis provide training to employees on the topic of school violence prevention and intervention. The topic content and duration of the training shall be determined by the superintendent and his/her designees and shall be of a nature that the training will improve educational community in the East Ramapo Central School District. The annual training shall be provided by persons who are qualified in the individual area of expertise for which they are to present information. Persons providing training may be employees of the district, local/regional/state/federal officials, contracted consultants or volunteers.

The district has implemented the Olweus Bullying Prevention Program in grades K-8. Annual training is provided, as well as monthly meetings of school-based committees.

### **3.4 Contacting of Law Enforcement/Emergency Response Officials**

In an effort to provide a safe, secure and conducive learning environment, the East Ramapo Central School District has developed a District Wide Safety Plan and building specific safety plans to address issues that could adversely affect the employees, staff, students and visitors of the district. These plans provide for specific procedures to be used when contacting both the law enforcement and emergency response officials. In the event that a situation arises that necessitates the contacting of outside law enforcement or emergency response officials it shall be done in an expeditious manner and in accordance with any and all applicable procedures as set in the safety plans.

### **3.5 Notification of Parents/Guardians**

In an effort to provide a safe, secure and conducive learning environment, the East Ramapo Central School District has developed a District Wide Safety Plan and building specific safety plans to address issues that could adversely affect the employees, staff, students and visitors of the district. These plans provide for specific procedures as to the method and manner of notification of parents/guardians of issues regarding violent incidents that occur in or on district owned properties. The superintendent shall ensure that timely and appropriate information about violent incidents in or on district owned property is communicated to parents/guardians. This notification may include, but will not be limited to, written, video, audio or other electronic methods. The notification will include such information as is pertinent to the incident but that will not compromise an ongoing investigation, violate laws of privacy or civil rights, compromise sensitive or confidential information or violate another district's policies/procedures or legal statute.

On an annual basis, faculty, staff, students and parents/guardians will be provided information regarding early detection of potentially violent behaviors.

Procedures:

- A. The district will arrange for an annual opportunity early in the school year for training/update on information regarding early detection of potentially violent behaviors. As part of this process, teachers will be provided with written information regarding warning signs.
- B. Information regarding early detection of potentially violent behaviors will be included in staff handbooks where applicable.
- C. Early in the school year, school based parent newsletters/emails will include information for parents/guardians about early detection as well as the names and telephone numbers of staff and community resources to contact for help.
- D. Students will receive age-appropriate information regarding detection of potentially violent behavior and the importance of sharing this information with adults through classroom curriculum at the elementary level and via adult led information sessions at the secondary level.
- E. Other means of dissemination to be encouraged include:
  1. PTA newsletter and meetings
  2. Student newspaper/publications
  3. Incorporation, when possible, as part of curriculum (i.e., physical education, safety, health, research projects, reading assignments, special assemblies)
  4. Emails/Mass Notification applications/Programs

### **3.6 Building Security**

In an effort to provide a safe, secure and conducive learning environment, the East Ramapo Central School District has established a program of building security that shall be administered by the superintendent and his/her designees. This security program includes, but may not be limited to, limiting of access, perimeter control, employee identification, video surveillance, building use permits, anti-theft devices, inventory control, asset management, loss control programs and risk management programs. Building security may also include the use of trained staff such as hall monitors and security guards. Only students, staff members, employees, administrators and persons having legitimate business to be in or on school property shall be authorized to be on school property.

### 3.7 Gangs

A gang is defined as three or more individuals with a common interest, bond, or activity, whose purpose includes the commission of illegal acts and who refer to themselves by a group name or designation. The definition of a "gang" shall also include what is commonly known as a hate group. It is the district's policy to prohibit, on school property or at any school activity, the following:

- A. Wearing, possessing, using, distributing, displaying or selling of any clothing, jewelry, emblem, badge, symbol, sign or other thing which is evidence of membership in affiliation with any gang.
- B. Commission of any act, or the use of any speech, either verbal or nonverbal (gestures, handshakes, etc.), which shows membership in or affiliation with any gang; and
- C. Use of any speech, or committing any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
  - 1. Soliciting others for memberships in any gang.
  - 2. Requesting any person to pay for "protection" or otherwise intimidation or threatening any person.
  - 3. Committing any illegal act or violation of school district policies.
  - 5. Inciting another person to act with physical violence upon any other person.

School or school district employees shall report all suspected signs of activity to his/her administrator. Administrators shall be aware that the occurrence of any of the acts described above does not necessarily constitute gang activity unless the entire definition of a "gang" is met. No student shall engage in the above whether or not he/she is connected with a gang. The administration shall devise a schedule of penalties for engaging in activities in violation of this policy, which shall be in accordance with the District's Code of Conduct. Notification of this policy shall be given to all students and employees. Gang clothing, jewelry, emblems, badges, symbols, shall be identified by school administrators. Administrators shall consult with the police, and/or other agencies as needed to assist in the determination of gang activity.

### 4.0 Emergency Types

This emergency plan shall be used in conjunction with building specific safety plans when dealing with any applicable emergency. Emergencies in this plan are divided into the following categories:

- Violence and Threats
- Facilities
- Fire and Explosion
- Medical
- Environmental
- Indian Point/Radiological/Hazardous Materials

Specific response procedures for the various types of emergencies in each of the above categories are delineated in section 6.0 of this plan. In many cases one of the four basic responses outlined in section 5.0 of this document will be required to be implemented by the district.

### 5.0 Basic Response Procedures

- 5.1 **EMERGENCY CLOSING PRIOR TO SCHOOL OPENING**
- 5.2 **"EMERGENCY GO HOME" PLAN**
- 5.3 **LOCKDOWN**
- 5.4 **SHELTER IN PLACE**
- 5.5 **EVACUATION**
- 5.7 **SAFETY HOLD**

## 5.1 Emergency Closing Prior to Start of Day (before 6:30 a.m.)

- A. A member of the Facilities Department (or appropriate designee) will check with the road supervisors, drivers and other necessary people and make a recommendation to the superintendent as soon as conditions are clear enough to make a decision.
- B. After a decision is made by the superintendent, the following procedure is to be implemented:  
The superintendent notifies: Radio Stations: WCBS, WHUD, WOR, WFAS, WLIR, WRRV and [cancellation.com](http://cancellation.com) at the earliest possible moment (see below).
- C. In the absence of the superintendent, see **Emergency Coordinators List (page i)** in the beginning of this document.

### RADIO STATIONS

<u>Station</u>	<u>Telephone</u>
WCBS 880 AM	(212)-975-8888
WFAS 103.9 FM	(914)-693-2400
WHUD 100.7 FM	(845)-838-6000
WLNA 1420 AM	(845)-838-6000
WBNR 1260 AM	(201)-838-6000

### INTERNET, TV, PHONE

[www.cancellations.com](http://www.cancellations.com)

[www.7online.com](http://www.7online.com)

Message will appear on Channel 7 across bottom of screen

Phone Message at Administration and School Buildings

## 5.2 Emergency Go Home Plan

Emergency Go Home” is when a decision is made to dismiss all students from school(s) for the following reasons:

- Civil Defense declared emergencies
- Inclement Weather
- Any other situation that necessitates the dismissal of all students from school(s) before the regular schedule time

When the decision is made to implement the Emergency Go Home Plan, the following procedures must be strictly observed:

- A. The Facilities and Transportation Offices must be notified immediately.
- B. A school-wide announcement will be made, stating that a decision to implement the Emergency Go Home Plan has been made.
  1. Any student not in his/her homeroom is to be immediately escorted back to their homeroom.
  2. Any building staff not at his/her regularly assigned work area must report to that work area immediately.
  3. All maintenance, custodial and transportation staff must contact their immediate supervisors.
  4. Regular dismissal staff should stand by to assume dismissal duties in the usual manner.

5. In the elementary schools, personnel previously identified to perform phone duty are subject to report immediately to the principal's office for further instructions. Staff assigned to call parents/guardians must report to their assigned extensions with:
  - a. Assigned emergency forms/cards.
  - b. An appropriate number of bus lists (those sheets will be filled out by staff with information about any alternative drop-off points and the names of students who should not go home on the bus).
  - c. Calls to parents/guardians should be made in the following order:
    1. K-12 Alert
    2. Home number
    3. Cell number
    4. Work Number
    5. Emergency Contact Number
  - d. When all calls have been made, return to the front office with the completed bus list.
  - e. Bus dismissal personnel must notify drivers of any students who must be held back. Drivers will contact Dispatch to outline any alternative situations.
  - f. No K-5 student is to be sent home if no contact was made with parents/guardians or emergency contact person. A decision may be made to relocate the student to an offsite location, depending on emergency and Police information
  - g. Principal or designee then dispatches bus in usual manner. If buses can't be loaded at the regular locations (in front of school), the following locations will be used:  
**See Appendix F for alternative locations**
  - h. After all buses have left, teachers who still have students remaining in their classrooms will be instructed as to what arrangements are being made to dismiss these remaining students. Students must be properly supervised during this waiting period.
  - i. Staff will continue to call parents/guardians and/or emergency contact persons of students still remaining in the school, until contact is made. When contact is made, inform contact that all buses have left and for them to pick up the student. If the contact person cannot pick up the student, a bus will be retained to return all remaining students.
6. After all students have been dismissed from a particular classroom, staff is to go directly to their supervisor and wait for further instructions.
7. No staff member may be dismissed until given specific permission by his/her supervisor.

### 5.3 Sheltering

- A. If School is in the process of opening when the notification is received:  
Inform teachers and school staff of the sheltering recommendation.
  1. Shelter the students when they arrive.
  2. Have teachers gathering information on pupil attendance and location.
  3. Follow instructions B.3 thru B.15 below (if school is already in session).
  4. Relay this information to the School Superintendent.
- B. If School is already in session:
  1. Notify faculty and staff.
  2. Instruct teachers to have all students report to their homerooms and take attendance and explain the sheltering recommendation to the students.
  3. Secure student health records and assemble required health supplies in shelter area.
  4. Ensure that outside activities are terminated (field trips, class outings, etc).
  5. Superintendent/Emergency Coordinator notifies Transportation Office at 577-6490 that sheltering is in effect. Transportation Office notifies appropriate bus drivers/contractors.
  6. Instruct the Facilities Department to have the custodial staff prepare the sheltering areas for student occupancy as follows:
    - a. Identify sheltering areas.
    - b. Assure access to toilet facilities.
    - c. Close all exterior windows and doors.
    - d. Have all air conditioning and ventilation units shut down.
    - e. Kitchen facilities should be shut down.
    - f. All doors opening into hallways from outer offices and rooms must be closed.

7. Once the building has been prepared for sheltering, have staff report to specific sheltering location with students. Staff should take attendance again. Notify building administrator of any students not in attendance. Building administrator notifies Superintendent.
8. Insure that employees and students stay inside building.
9. Post the facility entrance with sheltering notice (Appendix C, Attachment 9).
10. Minimize traffic into and/or out of sheltering areas during the emergency to control infiltration of outside air.
11. Notify the School Superintendent when all students and staff who are going to be sheltered are sheltered. Superintendent will notify Health and Safety Officer.
12. Instruct all personnel and students to keep eating and drinking to a minimum.
13. Stay turned to EBS station for updated information and keep in close contact with the School Superintendent.
14. When sheltering is lifted, arrange for appropriate movement of students to:
  - a. Class
  - b. Home
  - c. Relocation center
15. Notify School Superintendent when all students have been relocated appropriately.

**CAUTION**

**SCHOOLS WILL CONTINUE TO BE USED TO SHELTER STUDENTS AFTER SCHOOL HOURS IF THE SHELTERING RECOMMENDATION HAS NOT BEEN LIFTED.**

#### **5.4 Evacuation – This Evacuation Plan is for Other Than Going Home**

The School Superintendent/Designated Alternative will inform the school administrator or designee when the evacuation procedure should be implemented.

If the school administrator is unavailable at the time, a designated alternate should implement the following checklist procedure:

- A. Upon notification of evacuation from the Superintendent or designated alternate, call back to the Superintendent's secretary to verify the call was made.
- B. Inform the school personnel of the emergency situation and the evacuation response action. If so directed, implement parent notification. (See Emergency Go Home Procedure.)
- C. If schools are in the process of opening when the notification is received, implement evacuation action when the students arrive.
 

Instruct the teachers to do the following:

  1. Explain the emergency situation to the students, as appropriate
  2. Take attendance. Each Building Level Emergency Plan will make provisions for students requiring special accommodations or attention.
  3. If time allows, instruct the students to collect their belongings.
  4. All staff remains with students in the classroom until permission is given to board buses.
- D. School administrator/designee gathers information on student at other locations. School administrator/designee contacts those on school-related activities off school property, i.e., community vocational placement, field trips, and outings.
- E. Inform field trip leaders/representatives of the emergency and give instructions. If they need transportation, school administrator/designee calls the Transportation Director.
- F. When the buses arrive at the school for evacuation, all staff must provide assistance in bus loading (see individual building plan).
- G. Have custodial staff secure building before leaving.
- H. Instruct someone from the Facilities Office to make a final tour of the building to check security and to ensure that everyone has left the building.

- I. Building Custodian places the prepared relocation sign in a prominent window and/or doorway. This will notice that the evacuated school population has gone to a relocation center. (Appendix C, Attachment 9.)
- J. Before departure, Transportation Coordinator ensures that bus drivers have been given instructions.
- K. Allow the buses to depart after the teachers have determined that all children listed on their student roster are present on the buses or otherwise accounted for.
- L. School administrator notifies the Superintendent of the completion of the school evacuation. Superintendent notifies Health and Safety Officer.
- M. School administrator proceeds to the relocation center, reports in, and is available to the Superintendent for further instructions/information.

## 5.5 Evacuation (Bomb Threat ) Shelter in Place

- Same as fire drill procedures except that no fire bells will be used.
- Listen for special instruction with the announcement.
- It may not be necessary to evacuate the entire school, just localized areas

## 5.6 Lock Down

**If the school (district) is initiating the lockdown due to a situation or an interior threat to the safety of the students and staff, the principal should immediately notify the police (call 911) and superintendent to advise them of the lockdown, the reason and what might be anticipated.**

- A. Principal will use PA system to inform staff/students of lockdown.
  1. All students, staff and visitors need to know that as soon as a lockdown is announced, they are to enter the nearest classroom or secured space.
  2. All students/staff should know NOT to re-enter the building during a lockdown.
  3. Principal will direct that 911 be called, to report situation.
  4. Superintendent will be notified.

## LOCKDOWN PROCEDURES

- **Immediately** gather students from hallways and areas near your room into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- **Lock** classroom doors(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- **DO NOT** cover exterior windows or classroom door window.
- **Leave** the window blinds and lights as they are.
- **Place green or red card** (identifying room number) on an exterior window.
- **Nobody** should be allowed to enter or leave a classroom or office under any circumstances.
- **Do not** answer or communicate through your locked door.
- **Do not** answer a classroom telephone.
- **Do not** respond to a fire alarm unless a fire has been confirmed by an announcement over the PA system by the Incident Command Officer. Doing so could compromise the safety of those already secured.
- **Do Not** talk within your secured area, except only as absolutely necessary.
- **Do Not** respond to the intercom, public address system or other announcements.
- **Take Attendance** – including additions. Missing students' last known locations should be noted. Keep this record for when you are released from the lockdown.
- **Document** and attend to any injuries as much as possible.

**\*LOCKDOWN WILL END ONLY WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM BY EMERGENCY RESPONDERS OR OTHER AUTHORITY.**

\*Responding law enforcement will have master key to conduct the release. Do not rely on school personnel with keys to be available to assist in the release.

## 5.7 Safety Hold

If the superintendent is notified by police of a situation concerning an exterior threat to the safety of staff and students, he/she will immediately contact the building principal, who will immediately use the PA system to inform staff/students of a safety hold using plain language. If police notify the principal, he/she will immediately use the PA system to inform staff/students of a lockout and then call the superintendent.

- A. Superintendent-
  1. Will contact building principal (if notified by police first) and then meet with the district office crisis team.
  2. Liaison will respond to building.
  3. District office staff will be notified.
- B. Principal-
  1. Will use PA system to inform staff/students of lockout and then contact the superintendent if notified by police first.
  2. Will meet with the crisis team, including custodial staff, to inform them of the situation.
  3. Will be in contact with the superintendent and police.

### SAFETY HOLD PROCEDURES

- **Lock all** exterior doors and windows.
- **All** outside activities are terminated.
- **Classes** otherwise continue as normal.
- **Nobody** enters or leaves the building.
- **No** deliveries are accepted.
- **No** vehicles are allowed to approach the building.
- **Await** further instructions.
- **Safety Hold** is lifted when the external threat is resolved. Notification may be through any means appropriate.

\*Students and staff who are outdoors when a safety hold is called must proceed to a predetermined safe location.

## 6.0 Specific Emergency Response Procedures

### 6.1 Threats of Violence

- A. If a staff member becomes aware of a student's threat or actual act of violence:
  1. Staff member will immediately notify the principal and/or designees.
  2. The principal and/or designees will notify appropriate members of the building response team.
  3. The principal and/or designee will arrange to have student immediately escorted to principal's office. (There shall be NO QUESTIONS; NO STOPS; NO EXCEPTIONS!)
  4. The student will be attended by one or more adults, at all times.
  5. The crisis team will conduct a joint assessment of student.
  6. Other staff will simultaneously conduct as investigation of the incident.
  7. Student's parents/guardians will be notified and required to participate in an immediate school conference
  8. When a more general threat is made to a large, unspecified group, the principal and/or designee will determine the course of action.

Current Board of Education policies and regulations which refer to police and procedures for responding to implied or direct threats of violence are found in Appendix 1A.



- B. As a result of the joint assessment and investigation:
1. High Risk Determination –
    - a. Inform police immediately.
    - b. Notify Superintendent of Schools/Coordinator of Security .
    - c. Strongly recommend parents/guardians to have the student receive an immediate psychiatric evaluation.
    - d. Notify potential victim(s) and potential victim(s)' parents/guardians.
    - e. Develop a safety plan with the potential victim(s) and potential victim(s)' parents/guardians.
    - f. Recommend other interventions/services if indicated.
    - g. Refer for discipline.
  2. Lower Risk Determination –
    - a. Discuss with student and his parents/guardians the significance of the incident and possible intervention strategies.
    - b. Notify potential victim(s) and potential victim(s)' parents/guardians.
    - c. Develop a safety plan with the potential victim(s) and potential victim(s)'parents/guardians.
    - d. Refer for report services, peer mediation and/or outside services if indicated.
    - e. Refer for discipline if indicated.
- C. At the conclusion of the potential incident of violence:
1. A written summary shall be prepared by a designated staff person.
  2. Involved personnel shall debrief.
  3. Notify Assistant Superintendent of Pupil Personnel and Professional Personnel whenever a Special Education student is involved.

POTENTIAL VIOLENCE INCIDENT SUMMARY FORM

Student Name: \_\_\_\_\_

Date:    /    /                         DOB:    /    /                         Grade   

Name/Title of Person Completing Form: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_                      Work Phone: \_\_\_\_\_

Description of Incident:  
(Include date/time of incident, names/titles of all involved parties and their specific roles):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Actions Taken & Recommended Follow Up:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Notification (names, titles, dates):

Police \_\_\_\_\_

Student's Parents/Guardians: \_\_\_\_\_

Potential victim(s) and potential victim(s)'  
Parents Guardians: \_\_\_\_\_

Other: \_\_\_\_\_

Referrals (names, titles, date): \_\_\_\_\_

\_\_\_\_\_

Psychiatric Evaluation: \_\_\_\_\_

Community Services: \_\_\_\_\_

In-School Services \_\_\_\_\_

Discipline Specify: \_\_\_\_\_

Other: \_\_\_\_\_

### **Imminent Warning Signs for the Potential of Violent Behavior:**

- A. Talks about violence and has a specific plan.
- B. Talks about violence and/or expresses violence in writings and drawings.
- C. Severe expressions of rage, often for minor reasons (i.e. banging head against the wall, unstoppable screaming).
- D. Severe destruction of property.
- E. Tortures animals.
- F. Frequently fights with peers and/or family members.
- G. Access to family or own firearms and capable of competent use.
- H. History of suicidal or other self-destructive behavior.

### **Early Warning Signs for the Potential of Violent Behavior:**

- A. Social withdrawal/lacks commitment or connection to a group or persons.
- B. Excessive feelings of isolation and being alone.
- C. Excessive feelings of rejection.
- D. Often the victim of aggression, bullying, or other violent acts.
- E. Feeling of being picked on/persecuted.
- F. Low school interest/poor academic performance.
- G. Patterns of impulsive, chronic hitting, intimidation, and/or bullying behavior.
- H. Regularly involved in behavioral/discipline problems.
- I. Behavioral difficulties at an early age – the earlier the problems, the higher the likelihood of serious problem in adolescence.
- J. Past history of violence and aggressive behaviors.

### **6.1)a. Bomb Threats**

- A. Upon receipt of a bomb threat by telephone, initiate Response Form. Listen for identifying speech characteristics: young or old, etc. Fill out the response form as completely as possible – see Appendix A-1 (a).
- B. Notify local law enforcement agencies by telephone at 9-1-1.
- C. Notify the following individuals:
  - 1. Building Principal – Building Principal will then notify the following in order until the report has been received:
    - a. Superintendent
    - b. Assistant Superintendent for Business
    - c. Assistant Superintendent for Pupil Personnel and Professional Personnel
    - d. Assistant Superintendent for Instruction
    - e. Facilities Office
    - f. BOCES Health & Safety Coordinator (845-627-4761)
- D. Under the direction of an administrator listed in item 2, notify all building occupants using a bullhorn/megaphone (located in crisis bags) of an “EVACUATION” response.
- E. NOTE: DO NOT activate the Fire Alarm System: DO NOT use PA system, portable radios or cell phone.
- F. When “all clear” is given by Central Office Administration in consultation with building principal (or designee) and the local law enforcement agency, the staff and students report back to their classrooms.
- G. Central Office Administrator informs parents/guardians that the school Emergency Management Plan has been activated.

### 6.1)b. Bio-Terrorism Threats

- A. Remain in the room/office where package is opened.
- B. Do not let any room/office occupants leave after package is opened.
- C. Do not allow anyone to enter the area.
- D. Use the intercom or in-house communication system to inform the building administrator of the situation.
- E. The building administrator must then call 9-1-1 and the Superintendent's office to inform them of the "Bio-Terrorism Threat".
- F. Do not initiate an evacuation or make any announcements of the emergency. However, an announcement should be made to hold all staff and students in their present location until further notice, and to disregard all class bells for period changes.
- G. Isolate/lock down all entrances and exists and post monitors at each point to prevent unauthorized entry/exit
- H. If evacuation is necessary, law enforcement and emergency services will determine the need, extent and period.

### 6.1)c. Violent Incident

An act perpetrated by a student, faculty member or an unauthorized person entering the school, which results in physical harm to an individual or potential of harm (hostage situation), is reported to the Principal or designee

- A. Notify the staff by announcing a "Lockdown" via the PA system.
  - 1. Subs and other "transient" staff/volunteers shall be trained in procedures.
  - 2. An Emergency Information poster containing specific instructions for several types of emergency situations is in each classroom.
- B. "Lock Down" will occur immediately.
  - 1. Teachers should lock doors and windows of their classrooms and students should back away from windows.
  - 2. Students and teachers remain in the secured area until further directions.
  - 3. Teachers should immediately take attendance.
  - 4. Teachers should report to a pre-designated individual the names of students who are out of the room and/or unaccounted for.
- C. Following calls to be made by principal or designee:
  - 1. Call 9-1-1. Give a brief description and state what services are needed. Give police as much information as possible:
    - Description/clothing/hair color
    - In what direction they were traveling
    - Profile- background information
  - 2. Superintendent, who in turn will ensure notification of the following:
    - a. Central Office Administration
    - b. BOCES Health & Safety Crisis Response Team
    - c. Other Building Principals
    - d. Facilities Office
    - e. Transportation Office
- D. Command Center to be established in each building. If the originally designated control center is in the area in which the incident is situated, another pre-planned site is to be named (superintendent, principal, police, EMS, representatives of counseling services.). The Administration building's crisis team should have a list of the command centers locations in each building.
- E. Secondary staging areas need to be designated with the incident commander for staff assignments, fire, police and EMS, etc.
- F. Restrict access to the crime scene:
  - 1. Isolate area.
  - 2. Methodically evacuate the immediate area keeping potential witnesses available for law enforcement personnel.
  - 3. Limit access to only essential personnel.

#### G. Media/Press

1. Develop relationship with media prior to incident.
2. No one speaks to press except the public information officer.
3. Establish an area in district for them to be able to access information. (Preferably the media area should be at the Board Office and not at the incident site.) This can also be useful for communicating with parents/guardians about staging areas to pick up their children, community advisories regarding traffic problems, etc.

#### H. Parents/Guardians –

1. Designate area for parents/guardians to assemble for information.
2. Parents/Guardians will be notified via Connect Ed and area radio station if possible.
3. Instructions given to parents/guardians that students will be kept at school until the crisis is determined to be over.
4. Instruct not to phone the school and tie-up the few telephone lines that will be needed for emergency use. (Best to have limited access number telephone #.) (Fax machines can be utilized).
5. When it is considered safe, students will only be released to his/her parent or authorized designee.
6. Logs will be kept with student release information.
7. Police assistance may be helpful.

#### I. Evacuation of school as soon as deemed safe –

1. Initiate the Emergency Go Home/Early Emergency Dismissal Plan.
2. Prepare special needs students and personnel for evacuation.
3. Have prearranged alternate site if student cannot be taken home.
4. In the case of elementary school walkers or unaccounted for children, they will be bused to another school in district.

#### J. Follow Up –

1. Pay particular attention to friends of victim, and persons with recent losses or a history of suicide threats or attempts.
2. Set up support rooms/stations and call for back-up counselors, if needed.
3. High School Sudden Adolescent Death Plan to be made available and be adapted in each school.
4. Hold faculty meeting as soon as possible.
5. Debrief faculty/staff to help process feelings.
6. Plan for anticipated reactions of students.
7. Have articles available on signs and normal responses to grief.
8. Determine the most effective methods to inform parents/guardians about the crisis/death, what the school is doing and what reactions to expect from their child.
9. Prepare to hold community meetings, if necessary.
10. Log activities and decisions (what worked/what did not).

#### **6.1)d. Kidnapping**

- A. Identify kidnapping incident.
- B. Notify building administrator.
- C. Notify immediately the superintendent and police.
- D. Advise police of situation and follow their instructions.
- E. Notify parents/guardians or spouse.

#### **6.1)e. Riots**

A riot is a tumultuous disturbance of the public peace by three or more persons assembled together and acting with common intent.

- A. Identify situation: Verification should be made that there is, indeed, a disturbance in the building or on the grounds. Always assume that weapons may be involved.

- B. Following calls to be made by Principal or designee:
  - 1. Superintendent, who in turn will ensure notification of the following:
    - a. Central Office Administration
    - b. BOCES District Superintendent to activate BOCES Health & Safety Crisis Response Team
    - c. Other building principals
    - d. Facilities Office (See Emergency Coordinators list, pages (i) in the front of this document for full list of phone numbers.)
- C. Notify all building occupants using the public address system that, "There is a LOCK DOWN in the facility, all occupants follow LOCK DOWN Response Guidelines".
- D. Notify local law enforcement agencies by telephone at 9-1-1.
- E. A lock down of all rooms and assembly areas should take place immediately.
- F. Isolate the area of the incident from all staff and students. Do not allow anyone to enter the area without the advice of law enforcement officials.
- G. Based on advice from law enforcement officials, consider implementing the following response actions:
  - Isolate the area of the building involved.
  - Develop class schedule changes.
  - Evacuate staff and students from uninvolved area.
  - Notify parent(s) and/or spouse of victim(s).
- H. Inform (update) the superintendent of situation and actions taken.
- I. When "all clear" is given by school district administrator(s) and/or local law enforcement, direct staff to conduct an accountability check. When the accountability check is complete, staff and students may resume normal operations.

## **6.2 Facilities Related Incidents**

### **6.2a. Building System Failure (Electric, Water, Gas, HVAC, Telephone)**

- A. Evacuate the building if there is any question as to the safety of building occupants.
- B. Notify building administrator, superintendent and Facilities Office immediately.
- C. A member of the Facilities Department and/or designee shall assess the situation and direct and/or coordinate recovery operations.

### **6.3 Fire and Explosion**

- A. Upon the occurrence of an explosion or notification of a fire in a facility, sound the building fire alarm immediately. Building systems that are not automatically turned off by the alarm being activated should be shut down.
- B. Begin evacuation of facility in accordance with established emergency evacuation plans.
- C. Notify local fire and emergency services at 9-1-1.
- D. Notify the following individuals:
  - 1. Building Principal (If not in the building)
  - 2. Superintendent
  - 3. Facilities Department
- E. Initiate accountability procedure to determine if any staff, students, or visitors are injured or missing.
- F. Upon their arrival, advise the fire department of the situation. Assist the fire department incident command with activities related to the incident. Such as accountability of building occupants, building plans (maps with building layout), and locations of utilities shut down, etc.
- G. Public Information Officer will prepare a public information release to the media, if necessary. Notify local media (radio and television) if early dismissal is initiated and give appropriate dismissal times. (Superintendent's Office)
- H. Resume, curtail or cease building operation, as advised by fire department officials. Notify staff, students and parents/guardians. If false alarm, investigate to identify the individual(s) who activated the alarm system.
- I. Initiate "Emergency Go Home" procedure, if necessary.

## **6.4 Hazardous Materials Incident (On-Site)**

- A. Upon discovery or detection of any spill of a hazardous material, petroleum or chemical product, notify the following:
  1. Superintendent
  2. Assistant Superintendents
  3. Facilities Office
  4. Local Fire Department (9-1-1)  
\*\*\*School administrators will notify local fire and emergency medical services.
- B. Based on the advice of the fire department, curtail or cease building operations', as appropriate.
- C. When deemed appropriate, notify staff and students to evacuate using the fire evacuation pre-plan. Insure that evacuation route does not go through the spill area. Re-route evacuees away from spill area.
- D. Notify parents/guardians through media. (Also through District Clerk's office.)
- E. Appropriate personnel and Fire Department Officials will evaluate the problem.
  1. If trained, and adequately protected with safety equipment, determine cause.
  2. If trained and adequately protected with special equipment, mitigate the situation.
  3. Notify New York State DEC spills hotline at: 1-800-457-7362.
  4. After consulting fire and environmental officials, resume normal operations.

## **6.5 Medical**

A medical emergency is the result of a minor or major illness or injury to an individual and can be of such severity as to be life threatening or merely cause the victim discomfort or pain. Such emergencies require that school officials have a plan in place so that all school personnel can react swiftly to provide care to the victim who is affected.

### **6.5)a. Medical – Non Traumatic (Illness)**

- A. Identify victim(s) and evaluate situation.
- B. Summon emergency assistance – designated school first responders to notify 9-1-1.
- C. Keep victim calm; administer basic first aid, if qualified.
- D. Notify building administrator.  
Assure access to victim: Doors unlocked for EMS.

### **6.5)b. Medical – Traumatic (Injury)**

- A. Identify victim(s) and evaluate situation.
- B. Summon emergency assistance – designated school first responders to notify 9-1-1.
- C. Keep victim calm; administer first aid, if qualified.
- D. Notify building administrator.
- E. Assure access to victim: Doors unlocked for EMS.
- F. If violence related, notify police and secure area.

### **6.5)c. Automated External Defibrillators**

Effective Dec. 1, 2002, the District is a Public Access Defibrillation Provider.

- A. Identify victim(s) and evaluate situation.
- B. Only certified CPR and AED personnel are authorized to utilize the defibrillator in response to a cardiac emergency, as described in Protocols and Procedures 5424R.
- C. Summon emergency assistance – designated school first responders to notify 9-1-1.
- D. Keep victim calm; administer basic first aid, if qualified.
- E. Notify building administrator.
- F. Assure access to victim: Doors unlocked for EMS.
- G. If violence related, notify police and secure area.

## 6.5 Environmental

An emergency caused by a naturally occurring environmental problem, requires an appropriate response by school officials. This emergency plan addresses the responses/actions that should be taken by school officials for the following events:

- A. Hurricanes
- B. Floods and Flash Floods
- C. Tornado/High Winds/Thunderstorms
- D. Winter Weather
- E. Earthquakes
- F. Air Pollution

In each case, the guiding principles are protection of life first, then preservation of property, including restoration to normal activities. If it becomes necessary for school officials to respond to an environmental problem, they may rely on one of the following contingency responses:

- Emergency Closing Prior to Start of Day (Section 5.1)
- Emergency Go Home Plan (Section 5.2)
- Sheltering (Section 5.3)

An instruction to shelter students and staff will require principals to ensure that all staff and students remain inside school buildings. Building level emergency plans include procedures for providing food and water to students and staff that are sheltered. During sheltering for certain types of air pollution problems, chemical spills or radiological emergencies, windows should be closed and ventilation systems should be shut down. Radiological emergencies or hazardous chemical spills can pollute food and water supplies. In such cases, ingestion of food and water should be prohibited until school officials receive authorization and instruction from appropriate health officials. (See Basic Response, Section 5.3.)

### 6.6)a. Evacuation

Upon receipt of an order to evacuate, principals should take all necessary measures to prepare students for an evacuation. Students and staff will be evacuated by buses, which will be sent to a safe location. Students should not be permitted to go home. However, they should be permitted to leave school if accompanied by a parent or guardian.

It is the responsibility of principals to develop specific plans to meet the needs of students for whom they are responsible (see basic response Section 5.0)

### 6.6)b. Hurricanes

- A. If school is in session, monitor weather and road conditions.
- B. Close school if conditions warrant.
- C. Institute "Go-Home" Plan.
- D. If dangerous or impossible conditions preclude going home, provide shelter.
- E. For further reference use the Rockland County guide for severe weather.

### 6.6)c. Floods/Flash Floods

- A. If school is in session, monitor weather and road conditions.
- B. Close school if conditions warrant.
- C. Institute "Go-Home" plan.
- D. If dangerous or impossible conditions preclude going home, provide shelter.



#### **6.6)d. Winter Weather**

- A. If school is in session, monitor weather and road conditions.
- B. Close school if conditions warrant.
- C. Institute "Go-Home" plan.
- D. If dangerous or impossible conditions preclude going home, provide shelter.

#### **6.6)e. Tornadoes/High Winds**

- A. Monitor any weather bureau tornado watch/warning.
- B. If tornado is imminent, curtail all outdoor activities.
- C. Summon all persons into building(s).
- D. Post trained weather spotters to watch for approaching weather.
- E. If tornado is sighted in vicinity of school, institute tornado/high wind protective actions.
  - Indoors:** Seek shelter in predefined sheltering areas.
  - Outdoors:** If possible seek shelter inside a building, if not seek shelter in a low-lying area such as a ditch.

#### **6.6)f. Air Pollution Incident**

Follow all instructions as issued by the Rockland County Office of Fire and Emergency Services and the Rockland County Health Department.

#### **6.6)g. Earthquakes**

- A. Persons indoors should seek cover under a sturdy piece of furniture.
- B. Cover head for protection.
- C. Hold on to the furniture.
- D. If no furniture is present seek cover near an interior wall in the drop position. The drop position is; on the knees, leaning over to rest on the elbows, hands cover head for protection, face down.
- E. Persons outdoors should move away from building, power lines, and other structures and take the drop position.
- F. Once the earthquake has stopped, assess all persons for injuries and treat as needed.
- G. Assess building condition for gas leaks, electrical failure, water and sewage failure, and respond in accordance with the building failure response guide.

### **6.7 Indian Point/Radiological/Hazardous Materials**

**Appendix C** IS THE ROCKLAND COUNTY SCHOOLS RADIOLOGICAL EMERGENCY RESPONSE PLAN FOR INCIDENTS AT THE INDIAN POINT ENERGY CENTER.

The plans and procedures detailed in APPENDIX C are intended to instruct and direct staff members of East Ramapo Central School District on how to respond to a radiological emergency at one of the Indian Point Nuclear Power Plants or for a hazardous material incident not occurring on school property. These plans and procedures are standard for all schools within Rockland County and are in accordance with the Rockland County Radiological Emergency Plan and Hazardous Materials Annex.

Note: Effective September 2003 schools within 10 miles of the Indian Point Nuclear Plants: County-operated buses will evacuate students and staff to a School Reception Center. Buses will be dispatched by the Rockland Emergency Coordinator to each school within the 10-mile emergency planning zone (EPZ). The following schools are in 10-mile Zone in the ERCSD: Grandview Elementary, Hempstead Elementary, Lime Kiln Elementary and Bais Malka (Girls). The designated evacuation site for students and staff at these four school buildings is Bergen Catholic High School, 1040 Oradell Ave., Oradell, NJ 07649.

All other school buildings in East Ramapo are outside the 10-mile EPZ. Students and staff would not be evacuated to a School Reception Center.

**6.7)a. Potassium Iodide (KI) – See Annex for the Distribution of KI**

- A. The District has elected to participate in the Potassium Iodide program, to include all District Schools.
- B. The Superintendent of Schools or his/her designee will only administer KI to students as authorized once public health officials have made an official proclamation.
- C. A notification letter will be sent to all parents/guardians.
- D. Building level safety plans will include the procedures for the distribution of KI pills. “Designated Individuals” will be identified. Only “designated individuals” will administer KI to students who have not opted out of the program. A listing of students must be maintained to identify who is not participating in the program.

**6.8 Pandemic Illness**

A pandemic is a global disease outbreak. A flu pandemic occurs when a new influenza virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily person-to-person, causes serious illness and can sweep across the country and around the world in a very short period of time.

**APPENDIX D IS THE EAST RAMAPO CENTRAL SCHOOL DISTRICT'S PANDEMIC ILLNESS PLAN THAT OUTLINES STEPS THAT MAY BE TAKEN SHOULD A WIDESPREAD COMMUNICABLE DISEASE OCCUR.**

**7.0 Violence Prevention and Intervention**

**7.1 Physical Security/Job Description and Responsibilities**

The level of physical security may need to be modified in order to lower schools’ vulnerability to violent behaviors. Different strategies will be required to address needs specific to individual elementary, middle and high schools.

**7.1)a. Spring Valley and Ramapo High School – Security of Building**

- One School Resource Officer at each school
- Security Aides
- Head of District Security oversees all School buildings

**7.1)b. Chestnut Ridge and Pomona Middle Schools – Security of Building**

- Security Aides
- DARE officer covers all middle schools
- Head of District Security oversees all School buildings

**7.1)c. All Elementary Schools in District – One Security Aide Assigned to Each School**

- DARE officer covers all elementary schools
- Head of District Security oversees all school buildings

**Background checks and an extensive interview process are conducted to assure that candidates have the skills to function in a school setting. All candidates for security positions are required to be fingerprinted in accordance with the SAVE legislation and licensed by the State of New York.**

## 7.2 Prevention and Intervention Strategies

- A. Utilize School Resource Officers (SRO), who may be provided by local law enforcement. SRO's often provide law enforcement, law-related counseling, and law-related education to students, faculty, and staff. Continuity of officers within individual schools should be encouraged so that students and SRO's develop a rapport.
- B. Community building activities such as Project SEE.
- C. Full range of athletic extra and co-curricular activities for M.S. and H.S. students.
- D. Cafeteria is supervised by a monitor and a security officer.
- E. Library: Open to students with passes to the library only.
- F. Consider the use of metal detectors only in special circumstances to deter weapons on campus.
- G. Adopt policies for conducting searches for weapons and drugs. Publish policies in the student handbook/code of conduct.
- H. Require visitors to sign in and sign out at the school office and to wear visible visitors' passes. Post prominent signs at all school entrances instructing visitors where to sign in and out. Publish the policy in the student handbook/code of conduct.
- I. Encourage school personnel to greet strangers on campus and direct them to sign in, if they have not. Also instruct personnel to report visitors who have not signed in.
- J. Require staff to wear their school photo I.D.'s during school and at all school-related activities. Require students to wear school photo I.D.'s during school and carry and present school photo I.D.'s at all school-related activities.
- K. Make use of the alarm, intercom, cell phone, building paging, two-way radio and mounted/hand-held camera monitoring systems on buses and school campuses.
- L. Annually prepare a school bus rider attendance checklist for daily use on each bus and use it daily.
- M. The district provides a variety of primary prevention and intervention programs on the elementary and secondary level. In addition, each school has a Building Safety Committee and classroom teachers discuss safety with students (K-12).

## 7.3 Collaborative Agreements

Collaborative agreements or memorandums of understanding (MOU) will be developed between the LEA and the appropriate county, state and federal agencies so as to present a unified command in responding to school emergencies and in preventing and intervening in school violence related issues. The Rockland BOCES Health and Safety Coordinator maintain the Memorandum of Understanding on behalf of the district. A sample MOU is provided below:

### Sample Memorandum of Understanding

#### General Statement:

All police department's within the school district, as well as the Superintendent of the East Ramapo Central School District, recognize that the abuse of alcohol and other drugs and the threat to personal safety inherent in the possession of dangerous weapons and/or dangerous instruments, are societal problems and that redemption of these problems must begin at the community level.

These two groups pledge to adopt a formal "memorandum of understanding" that will outline for both the rights and responsibilities each group will assume to effect positive change.

Both parties agree that we ask school personnel to take a more active role in observing the behavior of students and to make decisions about the appropriateness of that behavior that the role of students, teachers, staff and the police officers involved must be clearly understood.

**Procedure:**

Any student or school employee will immediately report any of the aforementioned noncompliance of the school's "Drug Free Policy" and "Gun Free Policy" to the Principal/Assistant Principal. The Principal/Assistant Principal shall have the authority to take appropriate action immediately and will notify the Superintendent as soon as possible.

**STATEMENT 1: ADOPTION OF A WRITTEN MEMORANDUM OF UNDERSTANDING**

The East Ramapo Central School District and the Spring Valley and Ramapo Police Departments agree to coordinate our efforts in preventing the abuse of alcohol and other drugs and ensuring the safety of the school setting. We therefore, will adopt a written memorandum of understanding that clarifies the following:

- a. The types of incidents that require notification of the police department.
- b. The expectations of the students, counselors, teachers and administrators regarding the discovery of alcohol or other drugs, or weapons in school, on school grounds, or at school sponsored activities.
- c. The notification process and procedures necessary when a student is found in possession of alcohol illegal drugs, drug paraphernalia, weapons, or dangerous instruments.
- d. A procedure outlining the action of the law enforcement officers and school officials when contraband is found.
- e. The procedure by which students and parents/guardians will be notified of the adoption of this understanding.

**STATEMENT 2: EXPECTATIONS OF THE POLICE DEPARTMENT**

The Police Chiefs of Spring Valley and Ramapo agree that any member of the police department responding to a school shall act professionally and responsibly to ensure that a trusting relationship is fostered with the school personnel.

The police will respond to any call relating to violations of the law as soon as possible.

In instances where a student has been arrested, the police will cooperate with attempts to notify a parent/guardian in a reasonable time period.

In instances where the removal of a student is essential to ensure the safety of himself/herself or others, the police will do so immediately and contact the parents/guardians in a reasonable time period.

The police will remove any confiscated illegal drugs, drug paraphernalia, weapons and dangerous instruments in possession of the school officials. The scopes of the terms above are to be interpreted broadly to include items such as ammunition.

The police will cooperate with the school to ensure that the education process is not disrupted, whenever possible.

The school principal will be notified by the police of the incidents reported to the department by school personnel other than the administration. This will ensure that proper reporting procedures have been followed.

**STATEMENT 3: EXPECTATIONS OF THE SCHOOL**

**\*\*All cases of weapons possession shall be considered an emergency and any school personnel present shall immediately call the police via 9-1-1.**

The school will have in place a procedure by which all personnel will report incidents of use, abuse, possession of alcohol and other drugs and possession of drug paraphernalia, weapons and dangerous instruments to the Principal/Assistant Principal or designated administrator. At any other time that schools have information regarding threats to safety and health of students and/or staff, the appropriate person will notify the police.

This procedure will be disseminated to all school personnel and the police chief for distribution.

The school expects that calls for these incidents will be answered as soon as possible. Such actions include, but are not limited to:

- Contacting of the police to deal with the violator
- Immediate confiscation of drugs and/or weapons
- Removal of the violator for school property
- Contacting parents/guardians

At all times, the Principal/Assistant Principal will be authorized to call police department to report any illegal activity or for assistance. In their absence, the responsibility and authority will rest with their designee.

#### **STATEMENT 4: INCIDENT TO BE REPORTED TO SCHOOL ADMINISTRATION**

- A. Possession of alcohol by a minor or possession of any other drugs, including, but not limited to, tobacco, inhalants, marijuana, cocaine, crack, LSD, PCP, amphetamines, heroin, all steroids, look-a-likes and other substances referred to as “designer drugs” or “date rape drugs” such as “roofies”. The inappropriate use of prescription or over the counter drugs should be reported. “Huffing” inhalants such as glue, whiteout and nail polish remover shall also be reported.
- B. Students suspected, found, or admitting to being under the influence of alcohol or other drugs in school or at school sponsored events.
- C. The voluntary admission by a student that he/she is personally using or suspects use of alcohol or drugs by a friend, should first be handled through the existing student assistance programs at each school.
- D. The possession of any firearm or other illegal weapons on school property or at school sponsored events.
- E. The possession of drug paraphernalia.
- F. Any time that there is threat of bodily harm or homicide to anyone at a school-sponsored event.

**\*\*IN ANY INCIDENT OR CASE DEEMED TO BE AN EMERGENCY CALL 9-1-1 FIRST\*\***

#### **STATEMENT 5: INCIDENT TO BE REPORTED TO THE POLICE DEPARTMENT**

Possession of alcohol by a minor less than 21 years old. Possession of illegal drugs to include inhalants, marijuana, cocaine, crack, heroin, PCP, LSD, amphetamines, all steroids, look a likes, and all other substances known as “designer drugs” and “date rape drugs”.

Any student in possession of or under the influence of alcohol or drugs for whom a parent/guardian or immediate family member cannot be contacted.

Intoxication of any student that is causing behavior or safety problems to school personnel or other students or property.

Possession of drug paraphernalia, as described in the Penal Law, e.g., hypodermic needles.

Possession of illegal weapons to include the following:

- Deadly weapons – Any loaded weapon from which a shot capable of producing serious injury or death may be discharged, i.e. rifle, shotgun, handgun, imitation pistol, pellet gun, BB gun.
- Possession of any dagger, dangerous knife, dirk, razor, stiletto, or any other dangerous or deadly instrument or weapon with intent to use unlawfully against another.
- Also – Switchblade knife, gravity knife, ballistic knife, dagger, billy club, blackjack, or metal knuckles.
- Dangerous Instruments – Any instrument, article or substance, including a vehicle, which under the circumstances in which it is used, attempted to be used or threatened to be used, is capable of causing death or serious physical injury.

Where there is threat of bodily harm or homicide to anyone on the school property or at school-sponsored events, the individual threatened may elect to file a formal complaint with the police department.

\*\*In any circumstances where it would be reasonable and prudent to report the matter to the police whether or not the incident may not be subject to prosecution, i.e. possession of ammunition.

Signed by:

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District Superintendent

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Chief  
(Blank) Police Department

## 7.4 Crisis Management

In an effort to effectively manage any situation it is imperative that staff be trained in appropriated topics of crisis management. This training is addressed in the employee training section of this document. Appropriate organization is also the key to successfully dealing with crisis. Therefore, the Facilities Office will assist each principal in organizing a Rapid Response Crisis Kit containing:

- Master Key(s)
- Blank Nametags or Identification Vests
- Classroom Telephone Directory
- Building Floor Plans (supplied by BOCES Risk Management)
- Utility Shut-off Master Diagram (supplied by BOCES Risk Management)
- Notebooks, Pens, Markers
- Complete Student Roster
- Bell and bus schedules
- Current Yearbook or Class Photos
- Daily Attendance List
- Building Safety Level Plan
- Bullhorn

Each principal should have a Rapid Response Crisis Kit in the main office and in a secure room or location on the other side of the building.

## 7.5 Conflict Resolution

Peer Mediation, Voices of Love and Freedom, Cultural Competency Training, Leadership, Bullying Prevention Initiatives and Raise Our Sights.

**Peer Meditation:** This program provides an opportunity for students to work out their differences and resolve interpersonal disputes with the assistance of two neutral peer mediators. Studies indicate that the use of mediation as a method of conflict resolution can reduce violence, rumors, and absenteeism.

**Voices of Love and Freedom:** A conflict resolution curriculum that blends literacy and social skills through the English language arts curriculum. It teaches critical thinking skills and has a strong teacher training component ongoing support system.

**Cultural Competency Training:** Programs to be determined.

**Leadership:** Leadership workshops at the high school are designed to reach as many students as possible and include them in ongoing process of understanding diversity. They encourage students to work together collaboratively to problem solve. Training sessions are set up in a way that reaches a cross section of the student population.

**Bullying Prevention Initiatives:** There are bullying prevention initiatives in each building. In grades K-8, the District is implementing the OLWEUS Program. The OLWEUS Program is a multilevel, multi-component school-based program designed to prevent or reduce bullying in elementary and middle level schools. School staff is largely responsible for introducing and implementing the program. Each committee's efforts are directed to improving peer relations and making schools a safe and positive place for students to grow and learn.

**Raise Our Sights:** The purpose for Raise Our Sights is to identify student who with additional support, mentoring and counseling will take on the challenge of higher level, more rigorous academic programs. Support is provided both academically and socially. Parents are provided with support as well.

## 7.6 Reporting

Establish a climate that encourages and enables students, teachers, and parents/guardians to report threats and acts of violence.

- A. Within the limits of legal guidelines and statutes, maintain confidentiality.
- B. Develop and adequately communicate reporting procedures with input from district school officials and local public safety agencies. Standard procedures should include definitions pertinent information and how and where information should be distributed.
- C. Obtain training to recognize whether reports of threats or acts of violence are false and/or malicious.

## 7.7 Code of Conduct

### 7.7)a. Student Rules

- A. Student rules must be communicated, understood, and consistently enforced. They also must comply with constitutionally guaranteed due process procedures.
- B. Establish rules of conduct pertaining to improper student behavior using input from students, parents/guardians, staff, public safety officials, mental health agencies, and legal counsel.
- C. Annually review, and if needed, revise rules of student conduct.
- D. Ensure that all rules have a purpose that is clearly understood. They should be clear and communicated to all students in both written and verbal formats. Student's comprehension of the rules should be assessed.
- E. Post summaries of rules of student conduct in classrooms and throughout the school.
- F. Send rules home to be read by students and parents/guardians. Include an acknowledgment form for students and parents/guardians to sign and return to the school. Hold meetings to communicate rules to parents/guardians, and to the extent practicable, make sure they understand them. Invite parents/guardians to call if they have questions about the rules.
- G. Communicate rules in as many languages as needed and possible for each school's population.
- H. Apply rules in a consistent manner. Have pre-established consequences for rule violations.
- I. Develop a consistent, timely, and effective means to notify parents/guardians of rule violations and consequences.
- J. Establish clearly defined rules and appropriate consequences for all types of harassment, intimidation, and disrespect. Rules should cover adult and student behavior at all school events. Parents/Guardians and teachers need to act as positive role models for students.
- K. Suspend and recommend expulsion of students and dismiss or discipline of staff for serious rule violations, serious rule violations include:
  - 1. Possession of a firearm on school property or at school events. The 1994 Gun-Free Schools Act mandates a one-year expulsion for students who bring a firearm to school. The chief administering officer of the local education agency is able to modify the expulsion requirement on a case-by-case basis. All local education agencies that receive funding from the Elementary and Secondary Education Act (ESEA) must require all students found carrying a firearm to be referred to the criminal justice or juvenile justice system.
  - 2. Possession or use of a weapon on school grounds or at school events that is capable of inflicting serious bodily harm.
  - 3. Physical assault of a teacher, administrator, staff member, or student.
- L. Suspend and consider the appropriateness of expulsion for the following:
  - 1. Verbal threat to a teacher, administrator, staff member or student.
  - 2. Possession, sale, or use of illegal drugs on campus.
  - 3. Actual or threatened retaliation against persons who report threats or acts of violence.

## 7.8 Anti-Bullying Programs

Bullying is a range of behaviors, both verbal and physical, that intimidates others and often leads to antisocial and unlawful acts. Staff, students, and parents/guardians need to understand that bullying is a pervasive problem that leads to violence. Bullying should neither be thought of as a “kids will be kids” occurrence nor accepted as a way of life. Implement anti-bullying programs that include the following school-wide, classroom, and individual tactics:

- A. Clearly define what constitutes bullying activity with input and involvement from the school community (students, staff, parents/guardians, teachers, volunteers, and law enforcement). Communicate that definition to students, teachers, parents/guardians, and staff. The definition should include physical, verbal, and psychological aspects of bullying.
- B. Based upon the above, establish specific rules prohibiting, and consequences for, bullying activity as part of a comprehensive school code of conduct.
- C. Seek information about the motivation behind specific incidents of bullying.
- D. Establish a reporting mechanism by which incidents of bullying can be reported and recorded immediately after they occur.
- E. Ensure reporting procedures address with whom and under which circumstance information will and will not be shared. Care should be taken to:
  - 1. Protect witness and victims from retaliation.
  - 2. Meet applicable standards for confidentiality.
  - 3. Ensure that personnel involved with victims and bullies have the information they need to effectively work with them.
  - 4. Protect the accused from false allegations.
- F. Notify parents/guardians of both victims and perpetrators whenever a report of bullying is formally filed. Establish a policy regarding the circumstances under which parents/guardians of bullies and/or their victims should be called in for an on-site conference.
- G. Continually monitor the number of reported incidents of bullying.
- H. Regularly conduct a survey assessing the prevalence, location, and kind of bullying activities that are occurring. Include students, parents’/guardians, teachers, and staff. Also address bullying activities that occur on the way to and from school. Work with community policing efforts to help make students’ journey to and from school safe and free from acts of intimidation. For surveys requiring student input, follow administration guidelines regarding the possible need for parental approval.
- I. Consider holding focus groups on an on-going basis to discuss the nature of the problem of bullying and ways to solve it.
- J. Identify community resources that can be utilized to intervene immediately, as well as those that can be used to develop additional intervention and/or prevention programs. Ensure adequate social service and mental health resources are both available and being utilized.
- K. Take action to identify bullies and victims and to promote intervention at the classroom level and at other student contact points within schools. Develop a program that provides victims with immediate support services and referrals, as well as teaches avoidance techniques and coping skills. Refer offenders to available support services.
- L. Advise teachers and staff to record events, as well as the interventions and strategies that are implemented to address different instances of bullying.

## 7.9 Anti-Gang Programs

Gang membership is destructive to a healthy school environment. Members of gangs are more likely than other students to carry weapons and engage in acts of violence.

- A. Establish partnerships with law enforcement in order to exchange information and educate teachers and staff about the presence of gangs and their activities.



- B. Establish and fund gang resistance and violence prevention teams to implement community, family, and youth education programs and to provide alternative activities in which children can participate. Teams should include educators, law enforcement, probation officers, community leaders, students, school resources officers, gang specialists, mental health professionals, and parents/guardians.
- C. Become aware of gang-related clothing, paraphernalia, and behavior. Establish a school dress code that would exclude outward manifestations of gang membership.
- D. Inform parents/guardians if their children are suspecting of involvement in gangs and give them relevant information, counseling, and access to available pertinent resources.

## **7.10 Suicide Prevention**

Suicide is a far more common form of violence involving students than school homicide. In some cases, perpetrators of school shootings felt their actions would lead to their being killed by police, which also could be considered a form of suicide. It is hoped that effective suicide prevention will decrease the occurrence of both self-inflicted and violence by students who believe their acts will result in their being killed by others.

- A. Develop a plan that specifies how to identify students at risk, how to handle threats, and what actions to take in the event of a suicide.
- B. Ensure that students have taken, and are aware of, easy ways to get help, such as access to suicide hotlines, counselors, and written/visual materials.
- C. Educate students, parents/guardians, teachers, and other school personnel on how to identify and get help for troubled students before they become victims of suicide. Include how to get immediate help to prevent or respond to suicide attempts.

## **7.11 Programs to Reduce Isolation and Alienation and Promote Respect**

School administrators and teachers should identify and implement programs that increase positive self-respect and respect for others. These programs may include any of the following elements.

- A. Establish standards for how people should treat each other.
- B. Promote and ensure that classroom standards are consistent with school and district policies.
- C. Ensure classroom standards are reviewed in class and that a copy of them is sent to the parents/guardians.
- D. Coordinate a cooperative effort to create and disseminate statements of values that all affiliates of the school will be expected to follow. All members should be able to state their school's values.
- E. Establish better lines of communications with students who may feel alienated or isolated and/or have low self-esteem.
- F. Increase the number and diversity of positive co-curricular activities available to students.
- G. Help students become more successful in achieving desirable short- and long-term goals and increase the likelihood that their progress is recognized and rewarded.
- H. Teach students how to resist others' efforts to intimidate or isolate them.
- I. Continue to encourage our community service programs for the middle and high school students.
- J. Model and reinforce values such as learning, respect, character, and cooperation.
- K. Encourage students to work together through the use of cooperative learning techniques such as team projects.
- L. Encourage the contemplation of core values (respect, responsibility, trust, sharing, etc.) through the use of age- and curriculum-appropriate writing assignments and class discussions.
- M. Encourage students to become actively involved in the school community.
- N. Recognize and reward students who exhibit positive and responsible behavior.
- O. Offer troubled and withdrawn students, including victims, help outside of class with schoolwork and personal problems.
- P. Develop a climate that encourages open communication between students and adults. It should maximize the options by which students can transmit their concerns about violence to school personnel, foster an environment of trust, and be sensitive to their fears of retaliation.

## **8.0 Notification of Emergency Response Agencies**

Identify the procedures the district will use for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law. The types of procedures for obtaining advice and assistance from local governments during countywide emergencies could include the following:

Superintendent/Designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.

## **9.0 Utilization of Local Resources**

The School District has developed an emergency management plan along with specific procedures to follow should an emergency occur. A copy of this plan is located in each of the building offices.

(See page i & ii in the beginning of this document for all local resource phone numbers.)

**Should an actual emergency occur, the District Emergency Officer or Building Incident Commander will contact the appropriate agency with the specific nature of the emergency and request for assistance. Questions concerning these emergency procedures should be directed to:**

**See Emergency Coordinators list (page i) in the beginning of this document.**

## 10.0 District Resources

It is of vital importance that resources that will be needed for dealing with an emergency be identified prior to the emergency and that persons be familiar with the use and operation of these resources. Listed in the chart below are resources that have been identified that may be of use in an emergency:

	<b>Early Child Hood</b>	<b>Eldorado Elementary</b>	<b>Elmwood Elementary</b>	<b>Fleetwood Elementary</b>	<b>Grandview Elementary</b>
Buildings with Kitchens	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Buildings with Generators	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
Buildings with Basements	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Buildings with Air Conditioning	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Cots	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	nO
Blankets	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
First Aid Supplies	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Transportation Vehicles	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Flashlights	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Laptop Computers	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Ventilation Fans	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Extension Cords	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Telephone System	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Zoned Fire Alarm System	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
PA System	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Two Way Radios	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Bullhorns	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Fire Extinguishers	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Food Storage	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Eye Wash/Showers	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Gasoline Storage	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Diesel Storage	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Propane Storage	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Floor Plans	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Maps	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
NOAA Radio	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Incident Command Vests	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
EBS Radio	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Number of People Trained in AED/CRP Application		<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>

### District Resources (Continued)

	Hempstead Elementary	Summit Park	Lime Kiln Elementary	Margetts Elementary
Buildings with Kitchens	Yes	Yes	Yes	Yes
Buildings with Generators	No	No	No	No
Buildings with Basements	Yes	Yes	Yes	Yes
Buildings with Air Conditioning	Yes	No	Yes	Yes
Cots	No	No	No	No
Blankets	Yes	No	Yes	Yes
First Aid Supplies	Yes	Yes	Yes	Yes
Transportation Vehicles	Yes	Yes	Yes	Yes
Flashlights	Yes	Yes	Yes	Yes
Laptop Computers	Yes	Yes	Yes	Yes
Ventilation Fans	Yes	Yes	Yes	Yes
Extension Cords	Yes	Yes	Yes	Yes
Telephone System	Yes	Yes	Yes	Yes
Zoned Fire Alarm System	Yes	Yes	Yes	Yes
PA System	Yes	Yes	Yes	Yes
Two Way Radios	Yes	Yes	Yes	Yes
Bullhorns	Yes	Yes	Yes	Yes
Fire Extinguishers	Yes	Yes	Yes	Yes
Food Storage	Yes	Yes	Yes	Yes
Eye Wash/Showers	Yes	Yes	Yes	Yes
Gasoline Storage	Yes	Yes	Yes	Yes
Diesel Storage	Yes	Yes	Yes	Yes
Propane Storage	Yes	Yes	Yes	Yes
Floor Plans	Yes	Yes	Yes	Yes
Maps	Yes	Yes	Yes	Yes
NOAA Radio	Yes	Yes	Yes	Yes
Incident Command Vests	Yes	Yes	Yes	Yes
<b>EBS Radio</b>	Yes		Yes	Yes
Number of People Trained in AED/CRP Application	<b>6</b>		<b>6</b>	<b>6</b>

	<b>Chestnut Ridge Middle</b>	<b>Pomona Jr Middle</b>	<b>Kakiat Elementary</b>	<b>Spring Valley H.S.</b>	<b>Ramapo H.S.</b>
Buildings with Kitchens	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Buildings with Generators	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Buildings with Basements	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Buildings with Air Conditioning	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Cots	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
Blankets	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
First Aid Supplies	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Transportation Vehicles	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Flashlights	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Laptop Computers	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Ventilation Fans	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Extension Cords	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Telephone System	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Zoned Fire Alarm System	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
PA System	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Two Way Radios	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Bullhorns	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Fire Extinguishers	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Food Storage	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Eye Wash/Showers	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Gasoline Storage	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Diesel Storage	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Propane Storage	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Floor Plans	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Maps	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
NOAA Radio	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Incident Command Vests	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
EBS Radio	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Number of People Trained in AED/CRP Application	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>

## **11.0 Chain of Command**

See the Building Level Emergency Coordinators List (page i) on front pages of this document.

## **12.0 Incident Command System**

In an effort to provide for an appropriate response to any school emergency it is important that all response agencies operate using a common emergency management method. The National Unified Incident Command System will be used when responding to an emergency in the East Ramapo Central School District. All administrative staff shall be trained in ICS on an annual basis as outlined in the training section of this document.

## **13.0 Notification Process**

In the event of weather emergency central office will alert district personnel by telephone chain, email and/or fax for the need to seek shelter. "Building Level Response Plans" will be followed to alert faculty, staff, students and guests, as designated with each plan.

## **14.0 District Security**

The district shall perform on at least an annual basis a full security audit to determine the condition of district facilities and grounds with regards to the physical security of the property. At any time any situation brought to the attention of the district wide safety committee shall be investigated by the appropriate persons or agencies. Any and all appropriate actions generated by such investigation shall be implemented by the district in a timely fashion.

## **15.0 Public Information**

The District Clerk will serve as public relations contact.

Responsibilities:

- A. Serve as the coordination point for all media release for the district.
- B. Ensure that the public within the affected area receives complete, accurate and consistent information about life safety procedures, public health advisories, relief and assistance programs and other vital information.
- C. Coordinate media release with public information officers representing other affected emergency response agencies within the operational area, as required.
- D. Develop the format for press conferences, in conjunction with the superintendent.
- E. Maintaining a positive relationship with media representatives.
- F. Procedure:
  1. Obtain policy guidance from the Superintendent with regard to media release.
  2. Keep the superintendent advised of all unusual requests for information and of all major critical or unfavorable media comments and recommend procedures or measures to improve media relations.
  3. Coordinate with the Situation Status Unit and identify for obtaining and verifying significant information, as it is developed.
  4. Develop and publish a media-briefing schedule to include location, format, preparation and distribution of handout materials.
  5. Implement and maintain an overall information release program.
  6. Establish a Media Information Center, as required, providing necessary space, materials, telephones and electrical power.
  7. Maintain up-to-date status boards and other reference at the media information center and provide adequate staff to answer questions from members of the media.
  8. Interact with other EOC's, as well as operational area EOC's and PIO's, to obtain information relative to public information operations.

9. Monitor EAS releases as necessary.
10. In coordination with other EOC sections and as approved by the Superintendent, issue timely and consistent advisories and instruction for life safety, health, and assistance to the public.
11. At the request of the Superintendent, prepare media briefings for members of the Board of Education and provide other assistance as necessary to facilitate their participation in media briefings and press conferences.
12. Ensure that a rumor control function is established to correct false or erroneous information.
13. Ensure that adequate staff is available at incident sites to coordinate and conduct tours of the disaster areas.
14. Provide appropriate staffing and telephones to efficiently handle incoming media and public calls.
15. Prepare, update, and distribute to the public a Disaster Assistance Information Directory, which contains locations to obtain food, shelter, supplies, health services, etc.
16. Ensure that announcements, emergency information and materials are translated and prepared for special populations (non-English speaking, hearing impaired, etc.).
17. Monitor broadcast media, using information to develop follow-up news releases and rumor control.
18. Ensure that file copies are maintained of all information released.
19. Provide copies of all media releases to the Superintendent.
20. Conduct shift change briefings in detail, ensuring that in-progress activities are identified and follow-up requirements are known.
21. Prepare final news releases and advise media representatives of points-of-contact for follow-up stories.

## 16.0 Employee Training

Incident Command Training for the Building Crisis/Safety Team must be provided annually and other staff training is provided on designated Superintendent's Conference Days. The training will include but not be limited to their duties and responsibilities in the event an incident occurs.

All district personnel (faculty, custodial staff, office staff, and administrators) will receive an orientation to the district's multi-hazards emergency plan (including Right-To-Know and Bloodborne Pathogens) on an annual basis. The orientation will focus on the district policies and procedures for fire evacuations and emergency response codes procedures, emergency communications and the district's incident command system. (Substitute teachers and teacher aides will receive a fact sheet on the district's policies and procedures upon initial assignment).

Following a program orientation, drill and/or exercise, participants will forward their observations to their "Building Safety Committee" representative for further review and/or discussion. If immediate action is needed the building's principal will be notified in order to take corrective action. The "Building Safety Committee" will review after action reports and forward its recommendations and suggestions to the "District Wide Safety Committee".

## 17.0 Student Training

- A. Training to include knowledge of primary and alternate evacuation routes, location of meeting places, and importance of being accounted for.
- B. Awareness training in reacting appropriately in the event of a bomb threat.
- C. Awareness training in reacting appropriately in the event of an armed person.
- D. Training to make students aware of the meaning of lock down/lock out evacuation and the appropriate responses students should make, particularly if the drill is called while not under direct supervision.
- E. Training sessions should not include profiles of "potentially dangerous" students, lest a "witch hunt" atmosphere be introduced.
- F. Awareness sessions for students keep them informed about the availability of persons and/or procedures to share information about a potentially dangerous situation.

Student training is to be included in the opening assembly/annual class meetings devoted to school safety training.

Students shall be trained and familiarized on lock down, lock out and evacuation procedures so that they shall respond in the appropriate fashion during both drill and actual incidents. Students should be encouraged to participate in the drills and exercise and to understand the seriousness of the situation. This training should whenever possible be included in the normal curriculum.

## **18.0 Exercise and Drills**

- A. Each emergency response code procedure will be practiced on a semi-annual basis as part of a regularly scheduled staff meeting to test the district's communication system.
- B. Building evacuation procedures will be practiced a minimum of 12 times per school year. These procedures will be tested during the facilities fire evacuation drills.
- C. The district will conduct one early go-home drill to test its alerting and warning procedures, communication procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures on an annual basis.
- D. The emergency plan for sheltering in the event of severe weather threat such as a tornado or thunderstorm will be practiced on an annual basis to test alerting and warning procedures, communications procedures, staff procedures and the movement of students to designated areas within the school building.
- E. The district will conduct one drill and/or exercise with local law enforcement agencies and other emergency response agencies to practice and review its emergency procedures for a "violent incident" on an annual basis.

## **19.0 Threat Assessment**

Faculty and/or staff will conduct a daily inspection of their classrooms, specialty rooms, playground, athletic fields and/or office area to identify, evaluate and if needed to control any potential hazards associated within their work area. All concerns should be forwarded to a member of the facility's safety committee for further review. If immediate action is needed, the building principal and the Facilities Department should be contacted directly.

The district will continue to work with outside emergency response agencies and Rockland BOCES Risk Management Department to evaluate potential hazards associated in transporting and/or educating the children within our district. (See Building Level Response Plans for a list of specific hazards associated with each building.)

### **Secret Service Threat Assessment Suggestions**

School and law enforcement officials are frequently placed in the difficult position of having to assess specific people (e.g., students, staff, teachers, and other) who may be likely to engage in targeted violence in which there is a known or knowable target or potential assailant. The following suggestions for threat assessment investigations are based on guidelines developed by the Secret Service's National Threat Assessment Center (NTAC). They were developed primarily for preventing the assassination of public officials so they may not be applicable to all school situations.

To identify threats, school officials are advised to:

- Focus on individuals' thinking and behavior as indicators of their progress on a pathway to violent actions. Avoid "profiling" or basing assumptions on socio-psychological characteristics. In reality, accurate "profiles" for those likely to commit acts of targeted violence do not exist. School shootings are infrequent and the great majority of individuals who happen to match a particular profile do not commit violent acts. In addition, many individuals who commit violent acts do not match pre-established profiles.



- Focus on individuals who pose a threat, not only those who explicitly communicate a threat. Many individuals who make direct threats do not pose an actual risk, while many people who ultimately commit acts of targeted violence never communicate threats to their targets. Prior to making an attack, potential aggressors may provide evidence they have engaged in thinking, planning and logistical preparations. They may communicate their intentions to family, friends, or colleagues, or write about their plans in a diary or journal. They may have engaged in “attack-related” behaviors: deciding on a victim or set of victims, determining a time and approach to attack, and/or selecting a means of attack. They may have collected information about their intended target(s) and the setting of the attack, as well as information about similar attacks that have previously occurred.

Once individuals who may pose a threat have been identified, 10 key questions should guide the assessment of the threat:

- What motivated the individual to make the statement or take the action that caused him/her to come to attention?
- What has the individual communicated to anyone concerning his/her intentions?
- Has the individual shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups, or murder?
- Has the individual engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?
- Does the individual have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that the individual has acted on those beliefs.
- How organized is the individual? Is he/she capable of developing and carrying out a plan?
- Has the individual experienced a recent loss and/or loss of status and has this led to feelings of desperation and despair?
- Corroboration: What is the individual saying and is it consistent with his/her actions?
- Is there concern amongst those who know the individual that he/she might take action based on inappropriate ideas?
- What factors in the individual’s life and/or environment may increase/decrease the likelihood of the individual attempting to attack a target?

## **20.0 Plan Review and Updating**

In accordance with the Commissioner of Education Regulations, this plan shall be reviewed and updated on an annual basis by the District Wide Safety Committee. This plan shall also be updated at any time should the information in this document no longer be accurate or affect the ability of the district to respond to emergencies. After any actual incident that requires the activation of this plan the incident shall be reviewed in accordance with the post incident recovery section of this document and any and all appropriate changes made to correct any deficiencies that are discovered.

## **21.0 District Wide Emergency Notification**

In the event of a violent incident, immediately implement “Lock Down” procedures. Notify administrative personnel by calling the main office and alert office personnel regarding the need to call 9-1-1 for law enforcement agencies. Office personnel will immediately contact the building’s principal and/or designee, Central Office and call 9-1-1 if a building administrator cannot be immediately reached. If the main office is involved with the incident, the alternate site, as designated within the “Building Level Response Plan”, will be utilized to call 9-1-1.

In the event of a weather emergency, central office will alert whenever possible district personnel by email, telephone chain and/or fax for the need to seek shelter. “Building Level Response Plans” will be followed to alert faculty, staff, students and guests, as designated with each plan.

## 22.0 District Demographics

The following district information is provided for use during an actual emergency. Detailed information about any specific building can be found in the building level safety plans.

The East Ramapo Central School District is located in Rockland County, New York. The county is primarily a suburban community and is traversed by several major roadways. The East Ramapo Central School District operates 18 primary buildings, not including a few small storage and utility buildings. Specific information about each building is provided below:

School Name	Address	City	State	Zip	Type	Telephone	Regular	Staff
Chestnut Ridge Jr. High School	892 Chestnut Ridge Road	Chestnut Ridge	N Y	1097 7	Junior/Middle	577-6300	566	83
Colton Elem. School	40 Grandview Avenue	Spring Valley	N Y	1097 7	Elementary	577-6250	NA	NA
East Ramapo Buildings & Grounds Shops & Transport.	557 New Hempstead Road	Spring Valley	N Y	1097 7	Garage	577-6480	0	114
East Ramapo Central Administration	105 South Madison Avenue	Spring Valley	N Y	1097 7	Administration	577-6000	0	127
East Ramapo Central Kitchen	Grandview Ave	Spring Valley	N Y	1097 7	Kitchen	577-6580	NA	NA
Eldorado School	5 Eldorado Drive	Spring Valley	N Y	1097 7	Elementary	577-6150	364	49
Elmwood School	43 Robert Pitt Drive	Monsey	N Y	1095 2	Elementary	577-6160	405	29
Fleetwood School	22 Fleetwood Avenue	Chestnut Ridge	N Y	1097 7	Elementary	577-6170	497	38
Grandview School	151 Grandview Avenue	Monsey	N Y	1095 2	Elementary	577-6260	483	47
Hempstead Elementary School	80 Brick Church Road	Spring Valley	N Y	1097 7	Elementary	577-6270	434	55

Kakiat Jr. High/ECC	465 Viola Road	Spring Valley	N Y	1097 7	Junior/Middle	577- 6104	694	48
Lime Kiln School	35 Lime Kiln Road	Suffern	N Y	1090 1	Elementary	577- 6280	444	43
Margetts School	25 Margetts Road	Monsey	N Y	1095 2	Elementary	577- 6190	523	49
Pomona Jr. High	101 Pomona Road	Suffern	N Y	1090 1	Junior/Middle	577- 6204	723	92
Ramapo Sr. High	400 Viola Road	Spring Valley	N Y	1097 7	High School	577- 6400	1367	159
Spring Valley Sr.	361 Route 59	Spring Valley	N Y	1097 7	High School	577- 6500	1147	148
Summit Park School	30 Route 45	New City	N Y	1095 6	Elementary	577- 6290	483	52

**Numbers are subject to change.**

## **Planning for the Psychological Aftermath of School Tragedy**

Thomas T. Frantz  
Associate Professor of Counseling and Educational Psychological  
State University of New York at Buffalo

Our purpose is to discuss a basic postvention plan that can be adopted for use in any school following a death or tragedy. The plan designed to go into effect the first school day after the trauma has occurred.

To initiate thinking about postvention, consider the following specific questions that will usually arise:

1. How and when should students and faculty be informed of the pertinent details surrounding it?
2. How, when and where should students be allowed to express their reactions?
3. What should be done for victims' close friends?
4. What should be done for "high risk" students?
5. Should the school hold a special assembly or memorial service?
6. Should there be a symbolic expression of grief, such as lowering the flag to half-mast?
7. Should the school close for the funeral?
8. Who should go to the funeral?
9. What kinds of commemorative activities or symbols/plaques, memorial funds, etc., are appropriate?
10. Should the victims' parents/guardians be contacted and what help can be offered to them?
11. What should be done about the concerns of other parents/guardians?
12. How should the school deal with the media?
13. Should the school turn to outside consultation for help? If so, to whom?
14. What reactions from students should be expected?
15. Should a regular school schedule be followed the day after?
16. How long should the school be concerned about student reaction?
17. How much grieving or "acting out" should be permitted?
18. Should students be involved in planning the school's response?
19. Who should organize and coordinate the school's response?
20. What about siblings or affected students in other schools?
21. What should teachers say to students in their classes?

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## **23.0 Post Incident Recovery**

### **23.1 Principles of Post-intervention**

Before presenting a plan to respond to the issues raised by these questions, interrelated principles of post-intervention are outlined. The post-intervention plan is based on the principles of reducing fear, facilitating grieving and promoting education.

### **23.2 Reduce Fear**

Fear is the most overpowering and debilitating human emotion. Fear can cause us to flee in panic, act irrationally, become immobilized, say things we regret and act in other ways that later are embarrassing to us. To deal with fear, we first recognize that fear breeds in the unknown. People are most afraid of what they don't understand, of mysterious, dark, different, unknown situations. The neighbors' German Shepherd running at you, riding the subway, or driving to Toronto may each be scary the first time; however, once you get to know the dog, have taken the subway a few times, or made the trip to Toronto often, you are much less afraid. Experience reduces the unknown and thereby reduces fear. An earthquake, especially one resulting in death, produces so many unanswered questions, leaves so much unknown and thus, creates fear. What made it happen? Will it happen again? Is the school really safe? Am I safe at home? Will the next one get me? Why didn't God do something? Is there any place that's really safe?

As a result of so many unanswerable questions, the atmosphere in a school following an earthquake may be tinged with fear. Students and staff may feel unsure of themselves, confused, afraid of what else might happen and not know how to behave or what to say.

Most of us grow up not thinking much about earthquakes. They only happen to other people, people we heard of or read about. It's hard to imagine that a major earthquake, especially one that kills people, would ever happen to our friends, family, or community. When it does, many people feel insecure and afraid. Something that wasn't supposed to be part of the plan; something that wasn't supposed to happen; has happened and if that can happen, then anything can.

An earthquake can pull the rug out from under basic beliefs about how the world is and leave us feeling unsure, unsafe and wondering what we can count on with certainty. It's in this sense that an atmosphere of fear may prevail in a school the days following an earthquake. Of course, those friends and staff closest to those who may have died will be most affected, but the tragedy will affect everyone in the school to some extent.

It is very difficult for any constructive activity to take place when people are afraid. It's hard to concentrate, hard to take tests, write essays, or listen to lectures. It's even hard to feel sadness, remorse or other normal feelings of grief. Hence, the reduction of fear is the first major goal for the school following a tragedy. We can't expect to eliminate it, but we can reduce it by reducing the unknowns.

While exercising sensitivity, we reduce fear by providing students and staff with factual information about what happened, the deaths and the grieving process expected in the days ahead, by organizing the school day with as few changes as possible and by providing an open, accepting atmosphere, allowing the "secret" fears, questions and feelings of students and staff to come out.

### **23.3 Facilitate Grieving**

Grief is a normal, healthy, appropriate response to death or loss. Anyone who knew those who were killed is going to experience grief; from the parents/guardians, whose bereavement will normally last two-three years, to tangential acquaintances, whose grief will be measured in days. Students and staff don't get a choice of whether or not to feel grief, but they do get to choose how they'll respond to it.

People who deny their grief, pretend it's not a big deal, insist they're not going to let it bother them, or try to cover it up with bravado, laughter or stoicism, usually have a much harder time resolving their grief than do people who are able to grieve more expressively.

Each person grieves in his/her own way; a way that has been learned by experience with loss over the years. A student or staff member's way of grieving or coping with loss can be predicted (based on past experience with loss) and is not likely to change in the midst of a crisis, such as the aftermath of an earthquake.

Accordingly, a wide range of grieving behavior needs to be tolerated, e.g., screaming in anguish, pounding the lockers in anger, sobbing in the hallway, stunned silence, inability to answer even simple questions, seeming totally unaffected, as if nothing happened, or saying, as one boy did upon being told of his friend's death, "Good! Now I don't have to pay him the 10 bucks I owe him." (This last remark was made in shock and the boy spent the next month being attacked for saying it; even though he apologized numerous times.)

The initial response of most people to learning that someone they know has died, is shock. Shock is usually numbness, feeling like being in a fog or spacey, during which the full impact of what's happened may not have sunk in. People in shock usually don't talk a lot and mostly need friends to be patient and not assume that they're unaffected, simply because they're not emotional.

Other reactions to be expected for some people following death are anxiety over what else might happen; anger at the person who died (e.g., for not heeding warnings); blame towards someone for not doing something to save themselves; and perhaps guilt for surviving when he didn't. Naturally, sadness and feelings of loss will usually replace shock, anxiety and anger and remain as the major result of the death for a long time.

While each person's way of grieving needs to be accepted, people who can get their grief out by talking, crying, expressing anger or guilt, writing, reading, exercising, painting, music, etc., are usually better able to resolve their grief and in less time, than those who cannot or are not allowed to grieve. Thus, the school's post-intervention program needs to allow and encourage the natural expression of grief, especially immediately after the tragedy, but also, for some students, in the weeks and months ahead.

In this vein, one of the most predictable and significant consequences of a tragedy is that it will unlock and trigger unresolved grief in many students and staff. That is, there will be sadness in the school not only because a student has died, but also because grief over people's previous losses will be activated. For example, the girl whose father drowned last year, the teacher whose miscarriage at six months no one would talk about, the boy whose mother has breast cancer, the custodian whose dad is deteriorating with Alzheimer's Disease at a nursing home, the freshman whose parents/guardians are fighting out a bitter divorce, will all be feeling, both the effects of the tragedy and now even more intensely, the pain of their own life.

The school's post-intervention program must take into consideration both grief over previously unresolved losses and give high priority to facilitating the grieving process of students and staff.

## APPENDIX A-1

**Policies and procedures for all things related to student safety and conduct can be found on the ERCSD website under their policies section. Clicking on each policy link will enable the reader to read all district policies that have been developed.**



# APPENDIX A-1 (a)

## Bomb Threat Phone Call Questions/Instructions

**Article I. PLACE THIS CARD UNDER YOUR TELEPHONE**

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QUESTIONS TO ASK:

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

**EXACT WORDING OF THE THREAT:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sex of caller: \_\_\_\_\_ Race: \_\_\_\_\_

Age: \_\_\_\_\_ Length of call: \_\_\_\_\_

Additional Information on Reverse

**BOMB THREAT INSTRUCTIONS**

Number at which Call was received: \_\_\_\_\_

Time: \_\_\_\_\_ Date: \_\_\_\_\_

**CALLER'S VOICE:**

_____ Loud	_____ Soft
_____ High	_____ Deep
_____ Intoxicated	_____ Disguised
_____ Calm	_____ Angry
_____ Fast	_____ Slow
_____ Stutter	_____ Nasal
_____ Distinct	_____ Slurred
_____ Accent (type) _____	
_____ Other Characteristics: _____	

If voice is familiar, who did it sound like? \_\_\_\_\_

**BACKGROUND SOUNDS:**

_____ Voices	_____ Airplanes
_____ Quiet	_____ Trains
_____ Animals	_____ Music
_____ Street Traffic	_____ Factory
_____ Office Machinery	_____ Factory Machinery
_____ Other _____	

**THREAT LANGUAGE:**

_____ Well spoken/educated	_____ Incoherent
_____ Foul	_____ Taped
_____ Irrational	_____ Message read by threat maker

**REMARKS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Report call immediately to: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Phone Number: \_\_\_\_\_

## **APPENDIX A-2**

### **Procedure for Handling Student Threats of Lethal Violence When there is NO Weapon of Any Kind Involved (K-5)**

1. Remove student from class.
2. Notify Superintendent or Assistant Superintendent's office.
3. Contact and inform parent of what has occurred and inform parent that the police will be contacted to speak to the student. Determine whether parent wishes to be present.
4. Ascertain whether child is a special education student and whether the child is currently receiving counseling from school personnel.
5. When deemed a high risk, contact police and request assistance of police officer.
6. Supervise meeting between police officer, student and parent.
7. Have school psychologist interview the child.
8. Have parent conference.
9. Exclude child from class for all or part of the following day. Supervise in school.
10. Use IST to develop school-based monitoring plan.

APPENDIX A-2 (a)

REPORT FORM FOR  
THREAT OF LETHAL VIOLENCE WITH NO WEAPON INVOLVED

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Grade/Class: \_\_\_\_\_

Person completing form: \_\_\_\_\_

Parent/Guardian contacted:      Date \_\_\_\_\_      Time \_\_\_\_\_      By Whom \_\_\_\_\_

Translator used:      No \_\_\_\_\_      Yes \_\_\_\_\_      If so, who \_\_\_\_\_

Parent/Guardian requests to be present during conference with officer:

Yes \_\_\_\_\_      No \_\_\_\_\_

Police Contacted:      Date \_\_\_\_\_      Time \_\_\_\_\_      By Whom \_\_\_\_\_

Conference with police officer:      Date \_\_\_\_\_      Time \_\_\_\_\_

Check and identify everyone present:

Principal \_\_\_\_\_      Parent \_\_\_\_\_      Police officer \_\_\_\_\_

School Psychologist Interview:      Date: \_\_\_\_\_      Time: \_\_\_\_\_

Additional Parent Conference:      Date: \_\_\_\_\_      Time: \_\_\_\_\_

Date child excluded from class: \_\_\_\_\_

Referred to IST: \_\_\_\_\_

## **APPENDIX B CRISIS AFTERMATH CHECKLIST**

**Activate the crisis teams as soon as an incident has occurred. Any staff member who becomes aware of any emergency incident that has or may impact the mental health of an individual should immediately contact the building administrator. The building administrator shall activate the crisis response team.**

**Upon arrival crisis response team shall conduct a needs assessment to determine who was impacted and who needs help immediately.**

**Ensure that the response teams have all necessary needed supplies.**

**Brief the teams on what has happened.**

**Ensure that the Public Information Officer is briefed and that all staff is instructed to refer all media inquiries to the PIO.**

**Brief the staff on what has happened and what will be happening to mitigate the situation.**

**Coordinate on-site training for any untrained workers.**

**Set up a crisis area to where impacted individuals can be escorted.**

**Ensure that all persons are aware of the location of the crisis area.**

**Provide for demobilization and debriefing of mental health workers.**

**Re-assess the impacted individuals on a regular basis to ensure that proper support services are being provided.**

**Provide for regular updates and meetings, as the situation requires. Staff meetings should be held, both before school to discuss the situation and after school, to assess information received and to provide for debriefing.**

# **APPENDIX C**

## **ROCKLAND COUNTY SCHOOLS**

### **RADIOLOGICAL EMERGENCY RESPONSE PLAN FOR INCIDENTS AT THE INDIAN POINT ENERGY CENTER**

**East Ramapo Central School District**

**105 South Madison Avenue  
East Ramapo, NY 10960  
(845) 577- 6000**

## TABLE OF CONTENTS

	<u>Page</u>
I. INTRODUCTION.....	46
A. Authority.....	46
B. Purpose.....	46
C. Objectives.....	46
D. Radiological Emergency Classification System.....	46
E. Fixed Nuclear Facility Incident Situation.....	46
F. Alert/Notification System.....	47
G. School Closing/Cancellation of events/Early Dismissal.....	47
H. Training and Exercise.....	48
II. Concept of Operations.....	48
A. Unusual Event.....	48
B. Alert, Site Area or General Emergency.....	48
ATTACHMENT 1: ALERT-SCHOOL IN SESSION.....	49
ATTACHMENT 2: SITE AREA EMERGENCY-SCHOOL IN SESSION.....	50
ATTACHMENT 3: GENERAL EMERGENCY-SCHOOL IN SESSION.....	51
ATTACHMENT 4: ALERT-SCHOOL <u>NOT</u> IN SESSION.....	54
ATTACHMENT 5: SITE AREA EMERGENCY-SCHOOL <u>NOT</u> IN SESSION.....	55
ATTACHMENT 6: GENERAL EMERGENCY-SCHOOL <u>NOT</u> IN SESSION.....	56
ATTACHMENT 7: LETTER TO PARENTS.....	57
ATTACHMENT 8: AUTHORIZATION FOR STUDENT PICK-UP.....	58
ATTACHMENT 9: NOTICE OF MOVEMENT TO SCHOOL RECEPTION CENTER.....	59
ATTACHMENT 10: SHELTER-IN-PLACE SIGN.....	60
ATTACHMENT 11: NOTIFICATION LIST.....	61

## I. INTRODUCTION

### A. Authority

This plan is issued under the authority of and in accordance with the provisions of the East Ramapo Central School District.

### B. Purpose

This plan is presented to establish responsibilities, define a concept of operations, offer workable procedures for the protection of students and provide for the direction and control of school facilities, staff and students in the event of an incident at the Indian Point Energy Center.

### C. Objectives

1. Clarify lines of authority and establish responsibilities for the protection of students and staff.
2. Ensure that planned actions are in consonance with municipal, county and state RERPs.
3. Identify necessary resources and requires personnel to assure protective actions can be implemented for the school population.
4. Provide the basis for orientation of school staff, students and parents/guardians, regarding appropriate actions, in the event of an incident at the Indian Point Energy Center

### D. Radiological Emergency Classification System

All incidents occurring at the Indian Point Energy Center will be classified according to four emergency classifications:

1. **UNUSUAL EVENT** – Unusual events are in process or have occurred which indicated a potential degradation of the level of safety of the plant. No releases or radioactive material requiring off-site response or monitoring are expected unless further degradation of safety systems occurs.
2. **ALERT** – Events are in process or have occurred which involve an actual or potential substantial degradation of the level of safety of the plant. Any releases expected to be limited to small fractions of the Environmental Protection Agency (EPA) Protective Action exposure levels.
3. **SITE AREA EMERGENCY** – Events are in process or have occurred which involve actual or likely major failures of plant functions needed for protection of the public. Any releases are not expected to exceed EPA Protective Action Guide exposure levels except near site boundary.
4. **GENERAL EMERGENCY** – Events are in process or have occurred which involve actual or imminent substantial core degradation or meeting with potential for loss of containment integrity. Releases can be reasonably expected to exceed EPA Protective Action Guide exposure levels off-site for more that the immediate facility site area.

### E. Fixed Nuclear Facility Incident Situation

1. A fixed nuclear facility incident could occur during school hours and result in the disruption of school services for an extended period of time.
2. In the event of an incident at the Indian Point Energy Center, county elected officials and school administration may initiate protective actions including all those actions considered necessary for the safety of the general population, requiring students and staff to either initiate sheltering actions or evacuate to designated school reception centers.

## F. Alert/Notification

1. Notification to Schools
  - a. In the event of an incident at the Indian Point Energy Center, the Superintendent of Schools will be **notified by Rockland BOCES**.
  - b. The Superintendent will notify appropriate school staff as outlined within the "Concepts of Operation".
2. Public Alert/Notification
  - a. The public will be alerted through the activation of the public alert system by Rockland County. This is the outdoor siren system and consists of electromechanically sirens distributed throughout the Emergency Planning Zone (EPZ). The sounding of sirens indicates that the public should tune to the Emergency Alert System (EAS) for instructions. **THE SIREN SIGNAL IS NEVER A NOTICE TO EVACUATE.**
  - b. To assure coverage, personnel and equipment from the County Sheriff's Office will be dispatched by the Rockland County Emergency Operation Center (EOC) to supplement this alerting procedure when the public alert system has failed to operate. Rockland County residents may also receive emergency information by calling the Rockland County Resident Information System for a pre-recorded, automated message.
  - c. The public alert system may be activated during ALERT, SITE AREA EMERGENCY or GENERAL EMERGENCY.
  - d. Following public alert system activation, detailed information or instructions for protective actions will be made through the Emergency Alert System (EAS) and the Rockland County Citizen Advisory Network, **1640-AM**.  
**NOTE:** The County EAS stations for Rockland County are:
    - (1) **WABC-AM, 770**
    - (2) **WCBS-AM, 880**
    - (3) **WFAS-AM, 1230**
    - (4) **WHUD-FM, 100.7**
3. Notification of Families
  - a. Families will be notified of school closings/re-openings, utilizing the normal school/media procedures, unless pre-empted by public alert/notification procedures and/or announcements outlining school evacuation or sheltering.
  - b. Informational materials regarding plans for the protection of school students in the event of an incident at the Indian Point Energy Center, descriptive of school closures, evacuation procedures and appropriate family responses have been developed for annual distribution to parents/guardians as a cooperative effort of the Rockland County Office of Fire Emergency Services (OFES), East Ramapo Central School District and State Environmental Management Office (SEMO).
  - c. The informational material also includes an Indian Point Energy Center Emergency Information Brochure.

## G. School Closing/Cancellation of Events/Early Dismissal

1. Should a protective action directive become imminent while school is not in session, a decision will be made to keep schools closed. The decision will be made based on a directive made by the County Executive and will be issued by the Rockland County OFES. Families and staff will be notified utilizing regular school procedures for school closing announcements.  
  
**Note:** Consideration for the closing of schools may be made at ALERT, SITE AREA and GENERAL EMERGENCY.
2. Special activities, extracurricular events, sport contest, competitions, club meetings, class trips, etc. will be canceled or terminated during ALERT, SITE AREA EMERGENCY and GENERAL EMERGENCY and resumed only at the termination of incident classification or reduction to UNUSUAL EVENT.



3. Schools in session will not send children home early should a protective action such as sheltering or evacuation appear imminent or be in progress. Regular dismissal policy and transportation routes will be in effect unless pre-empted by the school requesting that students be picked up by parents, guardians, etc, and/or a protective action directive from Rockland County OFES.

**H. Training and Exercises**

1. The School District, in consultation with Rockland BOCES and County OFES, is responsible for providing radiological emergency response training to school staff and faculty.
2. Exercise and drill related to the Indian Point Energy Center will be coordinated through the Rockland County OFES.

**II. CONCEPT OF OPERATIONS**

**A. Unusual Event**

No actions required. East Ramapo Central School District is not notified of an UNUSUAL EVENT.

**B. Alert, Site Area or General Emergency**

Proceed to and complete the appropriate action item checklist(s) as follows:

<b>EMERGENCY CLASSIFICATION LEVEL</b>	<b>SCHOOL IN SESSION</b>	<b>SCHOOL <u>NOT</u> IN SESSION</b>
<b>ALERT</b>	<b>CHECKLIST 1</b>	<b>CHECKLIST 4</b>
<b>SITE AREA EMERGENCY</b>	<b>CHECKLIST 2</b>	<b>CHECKLIST 5</b>
<b>GENERAL EMERGENCY</b>	<b>CHECKLIST 3</b>	<b>CHECKLIST 6</b>

## ATTACHMENT 1

### ALERT – SCHOOL IN SESSION

#### Initial each step and indicate time completed

The Superintendent will, upon notification by the school district or Rockland County OFES:

- \_\_\_ 1. Assure immediate update of student attendance and class rosters.
- \_\_\_ 2. Notify appropriate staff, including:
  - \_\_\_ a. Building Principals (or other building level administrators)
  - \_\_\_ b. Other Administrators
  - \_\_\_ c. Facilities Department
- \_\_\_ 3. Update rosters periodically in preparation for having appropriate staff report attendance twice each day (9:00 am, 2:00pm).

**NOTE:** Report significant changes in attendance to the school district or Rockland County OFES.

- \_\_\_ 4. Cancel school sponsored activities, including:
  - \_\_\_ a. Special Activities
  - \_\_\_ b. Extra-curricular Events
  - \_\_\_ c. Meetings
  - \_\_\_ d. Trips
  - \_\_\_ e. After School Activities
- \_\_\_ 5. Assure preparation of the facility(ies) for sheltering, coordinating with the maintenance personnel or other staff as appropriate:
  - \_\_\_ a. Fuel and test support systems
  - \_\_\_ b. Secure entrances/exits/windows
  - \_\_\_ c. Review snack capabilities
  - \_\_\_ d. Instruct staff to prepare shelter activities/equipment
  - \_\_\_ e. Report unmet needs to the Rockland County OFES School Services
- \_\_\_ 6. Notify bus contractors, as appropriate, requesting they:
  - \_\_\_ a. Fuel and maintain vehicles
  - \_\_\_ b. Report unserviceable vehicles.
- \_\_\_ 7. Review any special student medical supplies/needs.
- \_\_\_ 8. Review situation and procedures with appropriate staff.
- \_\_\_ 9. Recall/dismiss appropriate staff, such as to maintain emergency staffing needs.
- \_\_\_ 10. Telephone parents, brief them of the situation and review procedures for student pick up.

**NOTE:** Initiate student pick up for those parents who so desire, ensuring with the school district and county that protective action – evacuation or sheltering – is not imminent.
- \_\_\_ 11. Confirm with the school district that the school reception center has been notified of the situation and is available to receive students, if necessary.
- \_\_\_ 12. Monitor radio and TV for emergency information.

**ATTACHMENT 2**

**SITE AREA EMERGENCY – SCHOOL IN SESSION**

**Initial each step and indicate time completed**

The Superintendent will, upon notification by the Rockland County OFES:

- \_\_\_ 1. **Complete all procedures outlined for ALERT.**
- \_\_\_ 2. Report to the School Administrative Office.
- \_\_\_ 3. Confirm resources necessary for evacuation and sheltering, reporting unmet needs and attendance changes to the school district.
- \_\_\_ 4. Further notify staff to prepare vehicles for possible evacuation.
- \_\_\_ 5. Assure "Authorization for Student Pick-Up" forms are distributed.
- \_\_\_ 6. Confirm school reception center facility and evacuation routes are available, via the school district.
- \_\_\_ 7. Initiate emergency staffing and excuse or dismiss staff, as appropriate.
- \_\_\_ 8. Monitor local radio and TV stations (designated EAS stations) and County Citizen Advisory Network (1640 AM) and begin family notifications.
- \_\_\_ 9. **Provide protective action directives to school staff as appropriate.**

**NOTE: If a protective action is recommended, implement appropriate procedures under GENERAL EMERGENCY.**

### ATTACHMENT 3

#### GENERAL EMERGENCY – SCHOOL IN SESSION

##### Initial Each Step and Indicate Time Completed

The Superintendent will, upon receipt of notification from the Rockland County OFES:

- \_\_\_ 1. Complete all procedures outlined for ALERT and SITE AREA EMERGENCY.
- \_\_\_ 2. Direct staff to mobilize for completion of preplanned assignments; moving vehicles into position.
- \_\_\_ 3. Confirm mobilization and positioning of buses/evacuation vehicles, reporting unmet transportation needs and changes in attendance received from staff, to Rockland County OFES through the school district.
- \_\_\_ 4. Provide protective action directives to school staff, as appropriate.
- \_\_\_ 5. Immediately suspend any non-classroom special activities, practices, etc., not previously canceled and recall students to the School or to a designated location outside the EPZ.
- \_\_\_ 6. Monitor EAS announcements (**WABC-AM 770, WCBS-AM 880, WFAS-AM 1230, WHUD-FM 100.7**) and coordinate family notifications with Rockland County OFES, as appropriate.
- \_\_\_ 7. Maintain emergency school administrative headquarters at East Ramapo Administrative Building, located at 105 South Madison Avenue, Spring Valley, NY 10977.
- \_\_\_ 8. Upon notice of a protective action affecting the location of the school facility, and the need for the public to take KI, administer KI to students and staff.
- \_\_\_ 9. **UPON DIRECTION TO SHELTER:**
  - \_\_\_ a. Notify School faculty and staff.
  - \_\_\_ b. Ensure that outside activities are terminated and personnel moved to pre-designated shelter areas.
  - \_\_\_ c. Assign staff to:
    - \_\_\_ (1) Shut down heating, ventilation and air conditioning systems, to the extent possible while still maintaining a safe indoor temperature.
    - \_\_\_ (2) Ensure closing/locking of all exterior doors/windows.
    - \_\_\_ (3) Move students to areas of the facility providing the most shelter from outside environment, as appropriate.
  - \_\_\_ d. Assign support staff to:
    - \_\_\_ (1) Secure area to extent possible.
    - \_\_\_ (2) Assemble drinks and snacks in shelter areas.
  - \_\_\_ e. Assign administrative personnel to:
    - \_\_\_ (1) Secure all personnel records and student files.
    - \_\_\_ (2) Take attendance records to shelter areas.
    - \_\_\_ (3) Take "Authorization for Student Pick-Up" and car pool forms to shelter areas.

- \_\_\_ f. Assign staff to:
  - \_\_\_ (1) Close all windows in classroom.
  - \_\_\_ (2) Maintain discipline/order.
  - \_\_\_ (3) Verify classroom attendance and take attendance sheet to shelter area.
  - \_\_\_ (4) Check non-classroom areas for students.
  - \_\_\_ (5) Secure required materials for predetermined shelter area activities and take to shelter areas.
- \_\_\_ g. Secure student health records and assemble required health supplies in shelter area.
- \_\_\_ h. Determine status of unmet transportation needs and notify the school district for forwarding to Rockland County OFES.
- \_\_\_ i. Assure administrative staff and maintenance supervisors prepare schools as they would for a regular weekend; closing all windows, locking doors, locking files and closing outside ducts or air intakes.
- \_\_\_ j. Post the facility entrance with sheltering notice (attachment 9).
- \_\_\_ k. Do not dismiss students into the Emergency Planning Zone (EPZ).
- \_\_\_ l. Upon suspension of shelter directive, review the situation with the school district and/or Rockland County OFES and prepare students for dismissal in accordance with existing plans, or take other protective actions as directed by emergency authorities.

\_\_\_ 10. **UPON DIRECTION TO EVACUATE OR IMPLEMENT PRE-CAUTIONARY RELOCATION:**

- \_\_\_ a. Notify faculty and staff.
- \_\_\_ b. Discuss school reception center arrangements/status with school district.
- \_\_\_ c. Assure updated attendance.
- \_\_\_ d. If in sheltering, students are to be reunited with their assigned staff and attendance updated.
- \_\_\_ e. Direct non-canceled, special activities, be immediately terminated and student attendance taken and records completed.
- \_\_\_ f. Confirm positioning of buses/evacuation vehicles, reporting unmet transportation needs, to the school district or Rockland County OFES.  
**NOTE:** Assure telecommunications capability of at least one (1) transportation vehicle assigned.
- \_\_\_ g. Initiate orderly movement of students to transportation vehicles and monitor loading and seating of students/staff.
- \_\_\_ h. Provide drivers accompanying students to special events (within EPZ or outside EPZ) directions to school reception center, as appropriate.
- \_\_\_ i. Assign staff to accompany students in each transportation vehicle.
- \_\_\_ j. Assign staff to accompany buses in their private vehicles.
- \_\_\_ k. Post "Notice of Movement" sign at appropriate building entrances (reference Attachment 10).
- \_\_\_ l. Provide staff with appropriate attendance records and assure recording of students in each vehicle.
- \_\_\_ m. Supervise movement to school reception center, notifying Rockland County EOC via telecommunication of progress/problems.
- \_\_\_ n. Upon disembarking in an orderly fashion, verify student attendance and provide attendance records to appropriate staff.
- \_\_\_ o. Assign school staff to remain with students at school reception center/facility until students in staff's charge are picked up by parent/guardian, or until relieved by other staff or instructed to leave.

- \_\_\_\_\_ p. Provide staff "Authorization for Student Pick-up" forms and direct that completed lists/records be returned.
- \_\_\_\_\_ q. Report status of student pick-up to Rockland County EOC school representative every two (2) hours.
- \_\_\_\_\_ r. After 8:00 p.m., if students remain to be picked up by their parents or legal guardians, assure that staff remains with students and discuss feeding and housing arrangements with American Red Cross representatives.
- \_\_\_\_\_ s. Report completion of student pick-up to Rockland County OFES and arrange to provide Rockland County OFES pick-up/attendance records.
- \_\_\_\_\_ t. Excuse remaining staff and provide Rockland County EOC a means of future contact for receipt of re-entry orders or inquiries, etc., to emergency school administrative headquarters at East Ramapo Administrative Building, located at 105 South Madison Avenue, Spring Valley, New York, or evacuation location.

**Recovery/Reopening of Schools (School in Session)**

1. Upon notification that re-entry is permitted, the Superintendent will direct that buildings be inspected for occupation by appropriate staff and deficiencies be reported to the Superintendent.
2. The Superintendent will report unmet needs to the Rockland County EOC School Services Officer, coordinate necessary repair/supply and keep accurate records of costs incurred.
3. The Superintendent will, based on information received from Rockland County EOC, decide to reopen the School and communicate this decision to the appropriate staff. Re-opening of schools will be the decision of the Superintendent of Schools.
4. Families, faculty and staff will be notified of the decision to re-open schools, using normal media/information procedures, supplementing appropriate EAS announcements.

**NOTE:** Announcements will be published in appropriate newspapers and coordinated with Rockland County.

**ATTACHMENT 4**

**ALERT – SCHOOL NOT IN SESSION**

The Superintendent will, upon receipt of notification by the School District or Rockland County OFES:

**Initial Each Step and Indicate Time Completed**

- \_\_\_ 1. Cancel/terminate school sponsored activities, including:
  - \_\_\_ a. Special activities
  - \_\_\_ b. Extracurricular events
  - \_\_\_ c. Meetings
  - \_\_\_ d. Trips
  
- \_\_\_ 2. Notify and review Rockland Emergency Response Plan (RERP) procedures with appropriate staff.
  
- \_\_\_ 3. Notify any groups or individuals occupying the school facilities, requesting that all non-school staff vacate the facility.
  
- \_\_\_ 4. Facilities shall remain closed until the emergency conditions at Indian Point Energy Center (IPEC) are resolved.

## ATTACHMENT 5

### SITE AREA EMERGENCY – SCHOOL NOT IN SESSION

#### Initial Each Step and Indicate Time Completed

The Superintendent and/or designee will, upon receipt of notification from the Rockland County OFES:

- \_\_\_\_\_ 1. Implement the decision to close or keep schools closed, notifying families and utilizing normal school procedures.  
**NOTE:** A recommendation to keep schools closed will be made by Rockland County and communicated through school district channels.
- \_\_\_\_\_ 2. Notify appropriate staff and faculty of the decision to close schools or keep schools closed and brief them of the situation.
- \_\_\_\_\_ 3. Complete all procedures outlined for ALERT.
- \_\_\_\_\_ 4. Provide the school district with information on your personal location and means of contact, while assuring the building is secured and vacated; immediately canceling any activities.



## ATTACHMENT 6

### GENERAL EMERGENCY – SCHOOL NOT IN SESSION

**NOTE:** A decision to keep schools closed will be made by Rockland County and communicated through school channels.

#### Initial Each Step and Indicate Time Completed

The Superintendent will, upon receipt of notification:

- \_\_\_ 1. Complete all procedures outlined for ALERT and SITE AREA EMERGENCY that not have yet been completed.
- \_\_\_ 2. Maintain emergency school administrative headquarters at East Ramapo Administrative Building, located at 105 South Madison Avenue, Spring Valley, New York 10977.
- \_\_\_ 3. Monitor EAS announcements (**WABC- 770 AM, WCBS – 880 AM, WFAS – 1230 AM/103.9 FM, WHUD-100.7 FM**).
- \_\_\_ 4. Notify staff and brief them of the situation.
- \_\_\_ 5. Keep facility closed until the county authorizes recovery and re-entry.

#### **Recovery/Reopening of Schools (School Not In Session)**

- 1. The Rockland County School Services Officer or school district representatives will notify the Superintendent of the decision to reoccupy the evacuated area.
- 2. The Superintendent will assure that buildings have been inspected for reoccupation by appropriate staff and deficiencies reported to the Superintendent.
- 3. The Superintendent will report unmet needs to the Rockland BOCES or Rockland County OFES School Services Officer, coordinate necessary repair/re-supply and keep accurate records of costs incurred.
- 4. The Superintendent will, based on information received from Rockland County OFES, decide to re-open the school and communicate this decision to appropriate staff, using the staff telephone chain. Re-opening of schools will be the decision of the Superintendent of Schools.
- 5. Parents, faculty and staff will be notified of the decision to re-open schools using normal media/information procedures, supplementing appropriate EAS announcements.

**ATTACHMENT 7**

**LETTER TO PARENTS**

**For Schools in the IPEC 10-Mile Emergency Planning Zone**

**(SCHOOL LETTERHEAD)**

Dear Parent,

Emergency planning is a continuous process that needs careful review and revision on a regular basis. Specific plans and procedures for this school have been developed as part of the Rockland County Radiological Emergency Plan for the Indian Point Nuclear Power Plants. We believe it is important for you to know the steps that would be taken to protect the health and safety of your child if an incident were to occur at one of the Indian Point Nuclear Power Plants.

The Rockland County Executive, as the Emergency Coordinator, could order one or a combination of the following actions to be taken if an incident were to occur at one of the Indian Point Nuclear Power Plants. Please note that these actions might also be utilized for any one of a number of major emergencies that could affect our schools, but the procedures detailed here are specific for Indian Point.

Actions taken are based on an emergency classification system that identifies the severity of the incident and the potential for danger to the general public. Rockland County officials notify schools at the earliest stage that an incident has occurred at one of the Indian Point Nuclear Power Plants. One of the following actions would be ordered:

1. Schools may continue normal school session until the end of the school day, at which time students would return home in their usual manner.

**-OR-**

2. School would be canceled for all schools in Rockland County.

**-OR-**

3. School would be ordered closed and children would be returned home according to the school's "Emergency Go Home" policy and procedures.

**-OR-**

4. In the event the "Emergency Go Home" policy is not the safest course of action, based on information and instructions from the Rockland County Emergency Coordinator, students and staff may be ordered to take shelter within the school.

**-OR-**

5. Schools within the 10 mile Emergency Planning Zone for Indian Point may be evacuated to a school Reception Center located at Bergen Catholic High School, 1040 Oradell Avenue, Oradell, New Jersey, by county buses.

Information regarding actions taken by the Rockland County schools during an Indian Point Emergency would be broadcasted over WHUD 100.7 FM and on the Emergency Alert System Network.



**ATTACHMENT 9**

**NOTICE OF MOVEMENT TO SCHOOL RECEPTION CENTER**

**SCHOOL  
STUDENTS AND STAFF  
HAVE  
RELOCATED TO**

**Bergen Catholic High School  
1040 Oradell Ave.  
Oradell, NJ 07649  
(201) 261-1844**

ATTACHMENT 10

SHELTER-IN-PLACE SIGN

WE ARE  
SHELTERING IN PLACE



DO NOT ENTER

**ATTACHMENT 11**  
**NOTIFICATION LIST**

<b>SCHOOL/OFFICE/AGENCY</b>	<b>TELEPHONE #</b>
<b>ERCSD Superintendent</b>	<b>(845) 577-6011</b>
<b>ERCSD Emergency Coordinator</b>	<b>(845) 406-1349</b>
<b>Rockland County OFES</b>	<b>(845) 364-8900</b>
<b>Rockland County EOC – Schools Desk</b>	<b>(845) 362-0610</b>
<b>ERCSD Director of Facilities</b>	<b>(845) 577-6480</b>
<b>Bergen Catholic High School School Reception Center &amp; Mass Care Center</b>	<b>(201) 261-1844</b>

# **East Ramapo Central School District**

## **District Emergency Response Plan**

### **Annex for the Distribution of Potassium Iodide (KI)**

#### **Section I: General Considerations and Planning Guidelines**

##### **A. Introduction**

Federal regulations have been established that require public officials to develop emergency plans for accidents at commercial nuclear power plants. The purpose of such plans is to provide reasonable assurance that adequate measures can and will be taken, in the event of a radiological emergency. Guidelines for choice actions during an emergency consistent with federal guidelines are developed and in place.

State and local officials may implement a range of protective actions that can be utilized for protecting the public from radioactive plume exposure. Traditionally, the range of public protective actions for severe accidents has been limited to evacuation and in-place sheltering. Recent federal guidance has prompted state and local governments to implement procedures to include the prophylactic use of potassium iodide (KI) as an additional public protective action. This outlines the district's strategy for implementing an effective plan to provide KI as a protective measure.

##### **B. Purpose**

This Annex applies to an accident at the Indian Point Nuclear Plant that would prompt public health officials to make the recommendation to administer KI. The purpose of this Annex is to ensure that appropriate designated personnel can adequately and effectively administer KI to students and staff in the event of such a radiological emergency. This Annex identifies the plan to effectively manage a KI program on a district-wide basis.

Each school building shall also develop a building-level plan for the distribution of KI to students and staff in the event of radiological emergency. Such plan shall be annexed to the Building-Level Emergency Response Plan.

##### **C. Situation**

A severe accident at a commercial nuclear power plant may result in the release of radioactive isotopes (radioactive material), including radio iodide. Communities within a 10-mile radius of a nuclear facility, known as the Emergency Planning Zone (EPZ), stand at considerable risk of exposure to isotopes that may be present during a release. Five of our schools are located within the EPZ for the Indian Point Nuclear Power Plant, Lime Kiln Elementary, Grandview Elementary, Hempstead Elementary, Hillcrest Elementary, and Pomona Middle School. The plan to distribute potassium iodide, however, will cover all district school buildings.

Iodide is readily absorbed by the thyroid gland. The inhalation or ingestion of radio iodide increases the risk of thyroid cancer in individuals or populations, at risk. The ingestion of stable potassium iodide (KI) to block the uptake of radio iodide by the thyroid has been identified as an effective protective action. Although KI may still have a substantial protective effect if taken within three-four hours after exposure, optimal protection is achieved if KI is administered prior to, or concurrent with, exposure. KI is only effective against one form of radiation and it is NOT an alternative to evacuation.

## **D. Assumptions**

1. An accident at the Indian Point Nuclear Power Plant may or may not result in the release of radio iodide and thus, may or may not, warrant the administration of KI. This can only be determined by thorough assessment by public health officials during the emergency.
2. The evacuation of the school population to a reception center may not have begun, be in progress, or be complete at the time that the recommendation to administer KI is made by state and/or county Department of Health officials.
3. "Designated individuals" may need to administer KI while in the school, en route, or at the designated reception center.
4. Parents/guardians of school children may choose to decline participation in the KI administration program and thus, not authorize the District, by its "designated individuals", to administer KI to their children.
5. Current guidance from the World Health Organization (WHO) and the FDA suggests that allergic reactions to KI are rare, but may occur in those who have known allergies to iodide.
6. An emergency at the Indian Point Nuclear Power Plant can create confusion and may result in inaccurate or unreliable information. School district administrators need to be cognizant that rumors may exist and should only implement protective actions as directed by state and/or county officials.

## **E. Concept of Operations**

1. An emergency at a nuclear power plant may begin with and escalate through a series of Emergency Classification levels (ECLs). An emergency may also begin without escalating at any level, including an Immediate General Emergency, the highest Emergency Classification Level.
2. Emergencies that progressively escalate may allow time for the school liaison to be represented at the county Emergency Operations Center (EOC). This liaison serves as the conduit of information between public officials and the school districts.
3. If the emergency escalates and radioactive materials are released, an analysis will be done by public health officials to determine if radio iodide has been, or will be, released. If plant conditions indicate that radio iodide has been, or may be released, public health officials will make a determination on the impact to the population.
4. If conditions warrant, public health officials will make the recommendation to administer KI. The recommendation to administer KI will be issued by the New York State Commissioner of Health and/or the County Health Commissioner.
5. In an escalating emergency, with the school liaison present at the county Emergency Operations Center, the notification of the recommendation to school officials to administer KI will be disseminated through the school liaison to the school districts and through the Emergency Alert System (EAS) to the population at risk.
6. If the emergency begins at the Immediate General Emergency level, public officials will activate the Emergency Alert System (EAS), and inform the population to "shelter-in-place and await further instructions". If plant conditions indicate that radio iodide has been, or may be released, public health officials will make a determination of the impact on the population.



7. If conditions warrant, public health officials will make the recommendation to administer KI. The recommendation to do so will be made by the New York State Commissioner of Health and/or the County Health Commissioner, and a follow-up Emergency Alert System (EAS) message will be disseminated to the population to recommend the administration of KI.
8. Upon receipt of the recommendation to administer KI, “designated individuals” will begin administering KI to the school population.

## **Section II: Preparedness**

### **A. Identification of KI Recipients and Emergency Personnel**

#### **1. Identification of Potential KI Recipients**

- a) Participation in the KI program is voluntary. Each building principal will ensure distribution of the attached cover letter and opt-out form to parents/legal guardians that will allow parents to “opt-out” of participation in the KI program. Such cover letter and opt-out form shall be distributed to parents/legal guardians upon implementation of this policy. Such cover letter and opt-out form shall, thereafter, be provided to the parents/legal guardians of each new student who enrolls in the district. The district will aggressively communicate with our parents/guardians about KI through the following methods:
  - Sending the “opt-out” letter in three languages to all parents/guardians.
  - Placing a notice in the newsletter, Straight Talk.
  - Placing a notice and the “opt-out” form on our website.
  - Notifying parents of back-to-school night and parent/teacher conference days.
  - Soliciting the assistance of the PTA.
- b) If an opt-out form is not promptly received for a student with a known allergy to iodide (shellfish), the school nurses will follow-up with the student’s parents/legal guardians to determine whether they wish to submit an opt-out form.
- c) Each building principal will maintain current listings of the “opt-out” students. These listings will be distributed to all “designated individuals” and members of the building level Emergency Response Team.
- D) “Opt-out” forms shall be maintained in each school nurse’s office. When an “opt-out” student transfers from one school to another school within the district, the school nurse shall ensure that the “opt-out” form follows the student to his/her new school, and the new school’s “opt-out” list is updated accordingly.

#### **2. Identification of “Designated Individuals”**

- a) Each building principal will develop and maintain a list of “designated individuals” who can be called upon to administer KI to the school population, except for “opt-out” students.
- b) “Designated individuals” may include members of the nursing staff, the building level Emergency Response Team and others, as deemed appropriate.
- c) Provisions must be made for each school building so that “designated individuals” will be available to administer KI during school hours, as well as during before and after school programs.
- d) Provisions must be made for each school building to ensure that “designated individuals” have access to the KI storage location(s) and the current opt-out list at all times.

### **3. Identification of building level Emergency Response Team**

- a) Each building principal shall ensure that a building level Emergency Response Team is designated and is fully familiar with the provisions of the district-wide and building-level procedures for the distribution of KI.

## **B. Identification of Storage and Dispensing Points**

### **1. Identification of storage facilities/mobile facilities for KI**

- a) Within each school building, a KI storage location shall be identified. This location needs to be secure, centrally located and environmentally controlled.
- b) The storage location needs to be accessible to “designated individuals” and members of the building level Emergency Response Team.
- c) Each school building shall utilize mobile storage of KI, such as “go-kits” or “fly-away kits” to allow quick access, in the event that the order to evacuate comes in advance of the recommendation to administer KI. A mobile storage system must include a copy of the current “opt-out” list. This would allow the KI to be brought with the school population on the buses of the reception center(s) in an efficient and timely manner.

### **2 Identification of dispensing point(s) to administer the KI**

- a) Within each school building, one or more physical location(s) where KI is to be administered on-site shall be identified. This can be done systematically – classroom by classroom, or may be done at a central assembly area.
- b) Each school building shall also incorporate into its building level Emergency Response Plan, procedures for the administration of KI en route to and at the designated evacuation center.

## **C. Training and Exercising**

### **1. Training**

- a) The District Wide School Safety Team will support training activities for “designated individuals” and building level Emergency Response Teams. Training will include the proper administration of KI and the correct procedures for carrying out the assigned tasks in each building level Emergency Response Plan.

### **2. Exercising**

- a) The District Wide Safety Team and each building level Emergency Response Team will incorporate the district wide and building level plans for distribution of KI into their annual exercise.
- b) Within each school building, an annual information session for students shall be conducted regarding the KI distribution plans.

## **Section III: Response**

### **A. Notification and Activation before Evacuation**

1. The Superintendent of Schools or his/her designee will receive the recommendation to administer KI from either the Emergency Alert System (EAS), the school liaison at the County Emergency Operations Center (EOC), or the state and/or the county Department of Health.
2. Upon receipt of the recommendation to administer KI, a decision will be made by the Superintendent of Schools or his/her designee to administer KI. This decision will be communicated to each building principal who shall, in turn, communicate the decision to members of the building level Emergency Response Team and "designated individuals".
3. If a predetermined central location for the distribution of KI to students has been identified, the building principal will instruct the staff to accompany their respective class to the assembly area.
4. The building level Emergency Response Team and "designated individuals" will retrieve the KI from the designated storage places or "go-kits" and proceed to the pre-determined location or classroom(s).

### **B. Notification and Activation During or After Evacuation**

1. If the order to evacuate comes in advance of the recommendation to administer KI, the building level Emergency Response Team and "designated individuals" will retrieve the KI from the designated storage places or "go-kits".
2. "Designated individuals" will take the "go-kit" with the students on the buses to the designated reception center(s).
3. If the recommendation to administer KI is made during evacuation, such information shall be disseminated to the buses by means of communication from the superintendent or his/her designee to the emergency transportation carriers for transmission over two-way bus radios.
4. The bus driver or radio operator will relay the information to the "designated individuals" who will, in turn, administer KI to the students.
5. If the recommendation to administer KI is made after the buses arrive at the reception center, "designated individuals" will administer KI to the students at the reception center.
6. Evacuation will not be delayed to allow for the administration of KI.

### **C. Administration of KI**

1. In the absence of parents/guardians, "designated individuals" are the only persons authorized to administer KI to the students.
2. By utilizing current "opt-out" listings, "designated individuals" will ensure that only those students who participate in the KI program will be administered KI.
3. The prescribed doses and administration of KI will be in concurrence with FDA recommended guidelines, (a 65 mg dose administered to children up to 12 years who weigh less than 150 pounds and a 130 mg dose administered to children 12-18 years who weigh at least 150 pounds) in accordance with the recommendation by Dr. Antonia Novello, Commissioner of Health, dated May 22, 2002.

4. "Designated individuals" will ensure that students are not administered more than one dose of KI. Each building level plan must include appropriate procedures to accomplish this.
5. District staff may choose to self-administer KI. According to the FDA, however, it is not necessary for persons over 40 years of age to take KI in the event of radiological emergency.
6. "Designated individuals" shall be aware of the signs and symptoms of an allergic reaction and shall report such findings to the appropriate nursing or medical personnel as soon as possible. Appropriate actions should be taken with any allergic reaction to relieve symptoms. If an anaphylactic reaction occurs, non-patient specific order epinephrine and/or other agent to treat anaphylaxis may be used, as appropriate. CPR should be initiated, if needed, and the individual transported to the nearest medical facility, if possible.

#### **D. Documentation**

1. Each building level plan shall identify a means for members of the Emergency Response Team and designated individuals to document their actions during the emergency. Information may include notification times, doses administered, control rosters and any observed adverse reactions.
2. Documentation should be assembled, per school policy and should be secured where sensitive material is normally kept.

#### **Section IV: Recovery/Return**

1. Once public health officials determine it is safe to return, each building principal should implement recovery (post-incident) procedures as specified in their building level Emergency Response Plan.
2. The district shall conduct a post-incident critique of its KI program and the effectiveness of that program. The critique may prove to be valuable in identifying ways to build upon the KI plan and improve its effectiveness.
3. Information supplied from the critique shall be incorporated into the district wide and building level KI plans and be utilized upon replenishment of KI from public health officials.

#### **PARENT NOTIFICATION**

Our school building is located in proximity to the Indian Point nuclear power plant. In January 2001, the federal Nuclear Regulatory Commission amended its policy on the availability and usage of the over-the-counter drug, potassium iodide (KI), during a radiological emergency. As a result, New York State also revised its policy regarding providing KI to the general population in the 10 mile emergency planning zones surrounding the Indian Point, Nine Mile and Ginna commercial nuclear power sites.

KI is an over the counter drug. We have been advised by the New York State Department of Health that KI protects the thyroid from exposure to radioactive iodide. KI is not an alternative to evacuation or sheltering (see attached KI information sheet).

Should the county and/or state Department of Health recommend the use of KI during an emergency, our schools will have appropriate doses of KI available on-site for your child(ren).

If you **do not** want the school to provide your child with KI in a radiological emergency, you **must** sign and return the enclosed Refusal/Opt-Out form to the school nurse. This form will remain in effect as long as your child attends an East Ramapo School. **Please note that if you do not return the enclosed form and KI use is recommended by health officials, your child will receive KI.**

If you have any concerns regarding the emergency use of KI or questions about your child's health and the use of KI, please discuss this with your child's healthcare provider.

If you have any further questions about the school's program, please contact our school nurse.

Sincerely,

---

School Principal

encl: Opt-Out Form  
KI Information Sheet

SCHOOL LETTERHEAD

**(a) Potassium Iodide (KI) Refusal/Opt-Out Form**

If you **DO NOT** want your child given potassium Iodide (KI) in the event of a radiological emergency, complete this form and return it to your child's school within three days.

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I understand that potassium iodide (KI) may be given to my child if recommended by the county and/or state Department of Health in a radiological emergency.

I have read and understand the Parent/Guardian letter, Potassium Iodide (KI) Parent Q & A's, and Department of Health KI information sheet.

I **DO NOT** want my child given potassium iodide (KI) in the event of a radiological emergency.

Child's Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher/Homeroom Teacher: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

**Article II. IF YOU DO NOT RETURN THIS FORM AND KI USE IS RECOMMENDED BY HEALTH OFFICIALS, YOUR CHILD WILL RECEIVE KI.**

# **APPENDIX D**

## **PANDEMIC ILLNESS PLAN**

**SEE ATTACHMENT  
FOR APPROVED UPDATED PANDEMIC ILLNESS PLAN**

**East Ramapo Central School District**

**105 South Madison Avenue  
Spring Valley, NY 10977  
(845) 577-6000**

The Pandemic Response Team shall be activated by the superintendent or his/her alternate when the World Health Organization raises the Pandemic Alert Level, (see below), to Level 4 or under direction of state or county health officials.

## **PERSONNEL ASSIGNMENTS:**

**See Emergency Contacts list (page i) in beginning of this plan.**

Alternates:

In the event that the superintendent is not available, his/her designee shall serve as Incident Commander (see pages i to iii). All chiefs of critical operation sectors shall designate at least one alternate sector chief who shall serve in the event of their absence. It is further recommended that those sector chiefs responsible for large departments create their own departmental ICS to ensure adequate accountability in light of the anticipated morbidity rate. In the event of a pandemic illness, East Ramapo Central School District shall activate the Pandemic Response Team. This team shall be under the authority of the superintendent of schools or his/her designee. The team's responsibilities shall include implementation of this plan to ensure that vital operations continue. The Assistant Superintendent for Business will create a plan to keep the business functions of the district operational, in the event that district offices are closed, due to quarantine or staff illnesses. The Director of Technology will provide resources (laptop computers, internet access, etc.) to key personnel, as authorized by the Superintendent of Schools or his/her alternate.

## **Notification of Parents, Guardians and Staff**

In an effort to provide a safe, secure and conducive to learning environment, the East Ramapo Central School District has developed a District Wide Safety Plan and Building Specific Safety Plans to address issues that could adversely affect the employees, staff, students and visitors of the district. These plans provide for specific procedures as to the method and manner of notification of parents, guardians and persons of parental relationship, of issue regarding incidents that occur in or on district owned properties. When cases of an Epidemic Respiratory Infection (ERI) are occurring in countries other than the U.S., but have yet to be reported domestically or in neighboring countries, the superintendent will ensure the distribution of the Pandemic Flu Notification Letter (Appendix D – Attachment 1) to employees, staff and students (parents/guardians). The superintendent shall ensure that timely and appropriate information about incidents in or on district owned property communicated to parents, guardians, and persons of parental relationship. This notification may include, but will not be limited to, written, video, audio or other electronic methods. The notifications will include such information that is pertinent to the incident but that will not compromise an ongoing investigation, violate laws of privacy or civil rights, compromise sensitive or confidential information, or violate any other district policy, procedure or legal statute.

## **INFECTION CONTROL/PRECAUTIONS:**

1. Display notices at entry points of the buildings advising staff, students and visitors not to enter if they have symptoms of influenza.
2. Via posters, staff and students will be reminded of good hand hygiene and influenza etiquette.
3. The health services staff will use a visible doorway "precautions sign" system to allow a person entering the room to know what type of protective equipment is needed.
4. Ensure ample supply of tissues, waste receptacles, soap or hand sanitizing gels throughout public areas, classrooms and meeting rooms, as well as within the health service facilities.
5. Ensure that surfaces are cleaned at least daily.
6. Where possible, increase building ventilation and replace filters frequently.
7. Cancel group activities that encourage close personal contact.



8. All persons, including staff, students and visitors who have a fever and cough, will be advised to defer from attending school or visiting until their illness has been resolved. Encourage staff and students to seek medical assistance as soon as symptoms develop.
9. Discourage the use of shared workspaces, such as desks.
10. In addition to standard precautions, school nurses shall implement droplet precautions, in accordance with World Health Organization and Centers for Disease Control guidelines (see attached). Appropriate respirators will be supplied to staff by the district.
11. Students and staff shall be encouraged to adopt CDC procedures, as outlined below.
12. If necessary, close school.

### **Surveillance, Screening and Triage**

The district's health services personnel will screen all individuals at the time of registration at health services.

- Provide patients who have a new cough with a surgical mask and/or tissues.
- Document data at time of screening and review each month for analysis of trends.
- Clinical staff/school nurse will:
  - Evaluate individuals who have a new cough or fever (temperature  $\geq 100.4$ ).
  - Place all individuals who have a fever and new cough on droplet precautions, pending further evaluation.
- If private rooms are available and evacuation requires isolation, individuals with a fever and cough will be placed in a private room with droplet precautions. Otherwise, such individuals should be referred to local community health providers.

The health services staff has the authority to restrict individuals (staff and students) who have a fever and a new cough, from work, class, or any other group gathering. They also have the authority to send any student or staff home who they suspect may have a communicable disease which may put others in the institution at risk.

Health service clinicians will screen individuals who report pneumonia or respiratory infection, to identify possible clusters or groups of ill individuals who may be linked.

- Possible clusters will be reported to the state's Communicable Disease Control section.
- Informative infection control signs will be placed at all building entrances and common areas to encourage all persons entering to self-screen.
- The health services personnel will monitor national, regional and local data related to ERI.

Emergency contacts for staff and students will be maintained and updated regularly.

### **How Germs Spread**

Viruses that infect the nose, throat and lungs cause illnesses such as colds and influenza (flu). Such illnesses usually spread from person to person when an infected person coughs or sneezes.

### **How to Help Stop the Spread of Germs:**

Take care to:

- Cover your mouth and nose when you sneeze or cough.
- Clean your hands often.
- Avoid touching your eyes, nose or mouth.
- Stay home when you are sick and check with a healthcare provider when needed.
- Practice other good health habits.

**Cover your mouth and nose when you sneeze or cough.**

Cough or sneeze into a tissue and then throw it away. Cough or sneeze into the inside of your elbow if you do not have a tissue. Immediately clean your hands every time you cough or sneeze.

**Clean your hands often.**

When available, wash your hands with soap and warm water, then rub your hands vigorously together and scrub all surfaces for 15 to 20 seconds. It is soap combined with scrubbing action and the water that helps dislodge and remove germs. When soap and water are not available, alcohol-based disposable hand wipes or sanitizers may be used. You can find them in most supermarkets and drugstores. If using a gel, rub the gel in your hands until they are dry. The gel doesn't need water to work; the alcohol in the gel kills the germs that cause illnesses such as colds and influenza.

**Avoid touching your eyes, nose, or mouth.**

Germs are often spread when a person touches something that is contaminated with germs and then touches their eyes, nose, or mouth. Germs can live for a long time, some as long as two hours or more, on surfaces such as doorknobs, desks and tables.

**Stay home when you are sick and check with a health care provider when needed.**

When you are sick or have flu symptoms, stay home, get plenty of rest and check with a healthcare provider, as needed. Your employer may require a doctor's note for an excused absence. Remember: keeping your distance from others may protect them from getting sick. Common symptoms of the flu include:

- Fever (usually high)
- Headache
- Extreme Fatigue
- Cough
- Sore Throat
- Runny or Stuffy Nose
- Muscle Aches
- Nausea, Vomiting and Diarrhea (more common amongst children than adults)

**ABSENCES: Staff & Students**

Staff and students with known or suspected pandemic influenza should not remain in school, nor should they return to school until their symptoms resolve. Under the direction of the Centers for Disease Control (CDC) and Health and Human Services (HHS), the East Ramapo Central School District has adopted the following pandemic influenza sick-leave policies:

The Pandemic Illness Team shall ensure that all staff members are aware of the signs and symptoms of the disease that prompted the public health emergency. This awareness training shall take the form of departmental meetings, posters, email, or district wide training. The Director of Human Resources shall encourage all ill staff member to stay home and seek medical attention. Infected staff shall not return to work until such time that they are symptom free or past the contagious period. The recording of staff member absences during a pandemic flu outbreak will be in compliance with directives from federal and state agencies.

Students who display the signs and symptoms of the illness will be sent home after being evaluated by the school nurse. In the event that the student's illness appears to require immediate medical care, the nurse shall call 911. Where possible, all students displaying signs and symptoms of the pandemic illness will be separated from the general population until they leave the school. Students shall not return until such time that they are symptom free or past the contagious period. Upon return to school and prior to entering the general population, the student shall report to the school nurse for evaluation. In the event that child is still exhibiting signs and symptoms, i.e., fever, the student shall be sent home. Student absenteeism policies shall follow New York State Education Department guidelines.

Student absences that appear to be part of a contagious illness cluster shall be reported to the Pandemic Response Team, via the school nurse.

### **TRANSPORTATION:**

Student transportation will be conducted in one of three methods. Having the ill student transported by their parents is the ideal scenario. In the event that the parent or guardian cannot pick up an ill student, ambulance transportation should be obtained. In the event that a shortage of ambulances arises, the school nurse will make every attempt within her/his scope of practice to make the patient as comfortable as possible and away from other students and staff. All well students shall be transported in their usual fashion. Should the need arise, the district may have to suspend student transportation, due to lack of staff.

### **THE INSTRUCTIONAL PROGRAM:**

In the short term, the district will continue to provide classroom assignments from classroom teachers with the expectation that most students and teachers will return to school within a reasonable period of time. These assignments will be posted on the district's website. In cases where teachers are unavailable to provide these assignments, the district will utilize instructional material collected by Project Connect; a program designed to provide continuous instruction for students on long-term suspension. At the elementary level, grade level assignments can be made available in each subject. In both cases, while these units of instruction will not necessarily be teacher specific, they will provide the curriculum, instruction and assessments necessary to keep pace with the expected learning outcomes by subject and grade level.

### **OFF CAMPUS EDUCATION:**

If schools need to be closed for an extended period of time, East Ramapo, along with other districts in Rockland County, will provide parents with information from educational television programming aligned with New York State Learning Standards and Curriculum Guides. Public Broadcasting Services, the Discovery Channel, the History Channel and others have programming in place with instructional resources, including teachers' guides and lesson plans, which can be used to maintain and sustain a robust educational lifeline for students and parents, in the event of a long-term pandemic flu emergency.

## **Attachment 1**

### Letter to Parents

(Sample Letter for Distribution when the WHO announces Pandemic has reached Phase 4)

Dear Parents:

Almost daily, we hear about the outbreak of Avian Flu and that it is spreading to more countries around the world. It is important to know that, at this time, Avian Flu is not occurring in the United States. However, it may arrive here in the future. Although the Avian Flu has infected millions of birds, it usually does not infect people.

Scientists and public health professionals are concerned that the Avian Flu virus may change so that it can infect people and spread easily from person to person. This would cause a worldwide flu outbreak, called a pandemic. The purpose of this letter is to provide you with information to help you/your family prepare for flu pandemic.

If pandemic flu spreads to Rockland County, officials may need to close schools for an extended period of time (i.e., up to six weeks). Begin planning now for childcare in your home. The purpose of closing schools will be to decrease contact among children in order to decrease their risk of getting sick and to limit the spread of infection. If schools are closed, children should stay at home. During this time, they should stay away from other people and groups, as much as possible. They should not gather in other locations such as homes, shopping malls, movie theaters or community centers.

### **Prevent**

To limit the spread of germs and prevent colds and flu now and during a flu pandemic:

- Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay away from people who are sick. People who are sick should stay home from work or school and avoid other people until they are better.

### **Plan for an Extended Stay at Home During a Flu Pandemic**

- Implement the instructional recommendations that will be forthcoming so your child's education will continue during periods when school must be closed under this plan.
- Plan home learning activities and exercises. Have materials, such as books, on hand.
- Plan recreational activities that your children can do at home.

## **Items to Have on Hand for an Extended Stay at Home**

### **Examples: Non-perishable foods**

- ~ Ready to eat canned meats, Fruits, vegetables, soups
- ~ Protein or fruit bars
- ~ Dry cereal or granola
- ~ Peanut butter and jelly
- ~ Dried fruit, nut, trail mix
- ~ Crackers
- ~ Canned juices
- ~ Bottled water
- ~ Canned or jarred baby food
- ~ Baby formula
- ~ Pet food

### **Example: Health and emergency supplies**

- ~ Prescribed medical supplies, such as glucose and blood pressure monitoring
- ~ Soap and water or alcohol based hand wash
- ~ Medicine for fevers, such as acetaminophen or ibuprofen
- ~ Thermometer
- ~ Vitamins
- ~ Fluids
- ~ Flashlight with extra batteries
- ~ Portable radio with extra batteries
- ~ Manual can opener
- ~ Garbage bags
- ~ Tissues, toilet paper, disposable diapers

### **If someone in your family develop flu symptoms (fever, cough, muscle aches):**

- ✓ Encourage the consumption of plenty of fluids to drink.
- ✓ Keep the ill person as comfortable as possible. Rest is important.
- ✓ For fever, sore throat and muscle aches, use ibuprofen or acetaminophen.
- ✓ Do not use aspirin in children or teenagers: It can cause Reye's syndrome, a life-threatening illness.
- ✓ Sponging with tepid (wrist-temperature) water lowers fever only during the period of sponging. Do not sponge with alcohol.
- ✓ Keep tissues and a trash bag for their disposal within reach of the patient.
- ✓ All members of the household should wash their hands frequently.
- ✓ Keep other family members and visitors away from the person who is ill.
- ✓ Contact a healthcare provider for further advice. If the ill person is having difficulty breathing or is getting worse, contact the healthcare provider right away.

If you have further questions, please contact your healthcare provider.

Remember, if your child is ill please keep your child home.

Sincerely,

## **APPENDIX E**

### **Non-Public Schools in East Ramapo**

<b>Adas Yereim</b>	33 Union Rd	Admin: Chaim Itzkowitz x101	425-5678
Pre K -8 Boys	Spring Valley, N.Y. 10977	Prin: Yitzchok Heimowitz x108	425-5725 <b>fax</b>
<b>A.S.H.A.R.</b>	70 Highview Rd.	Admin Josh Friedman x105	357-1515
PreK – 8 Boys and Girls	Monsey, NY 10952	Prin: Rabbi Ari Jacobson x101	357-6872 <b>fax</b>
<b>Avir Yakov Boys</b>	POB 840	Admin: Dov Goldman x124	354-7555 or 362-
6600	Spring Valley, NY 10977	Prin: Rabbi Z. Holczler	354-6618 <b>fax</b>
PreK – 12 Boys	SHIP TO: 766 North Main St		
<b>Avir Yaakov Girls</b>	POB 840	Admin: Eliezer Moshel x128	354-0874
N - 12 Girls	Spring Valley, NY 10977	Prin: Malka Neustadt x2100	354-3111 <b>fax</b>
	SHIP TO: 15 Roosevelt Ave.		
<b>Avnei Shlomo</b>	23 A Elish Parkway		352-0939
office	Spring Valley, NY 10977		425-8238 <b>fax</b>
11 and 12			
<b>Ayeles Hashachar</b>	P.O.B. 416	Admin: Aviva Marburger	352-2747
N-6 Girls	Tallman, N.Y. 10982	Prin: Yehudis Helfand	352-1030 <b>fax</b>
	SHIP TO: 186 Saddle River Road		
<b>Bais Chinuch Hayoshon</b>	POB 1099	Admin: Joel Freund	362-9686
K – 11	Monsey, NY 10952		352-0655 <b>fax</b>
	SHIP TO: 984 Route 202, Suffern N.Y. 10901		
<b>Bais Hachinuch</b> Boys	P.O.B. 991	Admin: Mrs. M. Kagan	354-3805
(aka Childrens Learning Center)	Monsey, NY 10952	Prin: Rabbi Naftali Eisgrau x133	354-3806 <b>fax</b>
3 – 8	SHIP TO: 50A South Main St., S.V. 10977		
<b>Bais Malka</b>	PO Box 977	Admin: Rabbi Aaron Grossman x103	354-9500
PreK - 12	Monsey, NY 10952	Princ: Mrs. Ribiat x108	354-2864 <b>fax</b>
Girls	SHIP TO: 40 Grandview Ave., Spring Valley, N.Y. 10977		
<b>Bais (Beth) Mikroh</b>	POB 456	Rabbi Yaakov M. Horowitz x103	425-4880
PreK - 8	Monsey, NY 10952	Rabbi Gabriel Bodenheimer x106	425-1062 <b>fax</b>
Boys	SHIP TO: 221 Viola Rd.		
<b>Bais Shifra Miriam</b>	POB 682	Admin: Rabbi Kramarsky x 103	356-0061

<b>Adas Yereim</b> Pre K -8 Boys	33 Union Rd Spring Valley, N.Y. 10977	Admin: Chaim Itzkowitz x101 Prin: Yitzchok Heimowitz x108	425-5678 425-5725 fax
<b>A.S.H.A.R.</b> PreK – 8 Boys and Girls	70 Highview Rd. Monsey, NY 10952	Admin Josh Friedman x105 Prin: Rabbi Ari Jacobson x101	357-1515 357-6872 fax
<b>Avir Yakov Boys</b> PreK – 12 Boys	POB 840 Spring Valley, NY 10977 SHIP TO: 766 North Main St	Admin: Dov Goldman x124 Prin: Rabbi Z. Holczler	354-7555 or 362-6600 354-6618 fax
<b>Avir Yaakov Girls</b> N - 12 Girls	POB 840 Spring Valley, NY 10977 SHIP TO: 15 Roosevelt Ave.	Admin: Eliezer Moshel x128 Prin: Malka Neustadt x2100	354-0874 354-3111 fax
<b>Avnei Shlomo</b> 11 and 12	23 A Ellish Parkway Spring Valley, NY 10977		352-0939 office 425-8238 fax
<b>Ayeles Hashachar</b> N-6 Girls	P.O.B. 416 Tallman, N.Y. 10982 SHIP TO: 186 Saddle River Road	Admin: Aviva Marburger Prin: Yehudis Helfand	352-2747 352-1030 fax
<b>Bais Chinuch Hayoshon</b> K – 11	POB 1099 Monsey, NY 10952 SHIP TO: 984 Route 202, Suffern N.Y. 10901	Admin: Joel Freund	362-9686 352-0655 fax
<b>Bais Hachinuch</b> Boys (aka Childrens Learning Center) 3 – 8	P.O.B. 991 Monsey, NY 10952 SHIP TO: 50A South Main St., S.V. 10977	Admin: Mrs. M. Kagan Prin: Rabbi Naftali Eisgrau x133	354-3805 354-3806 fax
<b>Bais Malka</b> PreK - 12 Girls	PO Box 977 Monsey, NY 10952 SHIP TO: 40 Grandview Ave., Spring Valley, N.Y. 10977	Admin: Rabbi Aaron Grossman x103 Princ: Mrs. Ribiat x108	354-9500 354-2864 fax
<b>Bais (Beth) Mikroh</b> PreK - 8 Boys	POB 456 Monsey, NY 10952 SHIP TO: 221 Viola Rd.	Rabbi Yaakov M. Horowitz x103 Rabbi Gabriel Bodenheimer x106	425-4880 425-1062 fax
<b>Bais Shifra Miriam</b> K - 12 Girls	POB 682 Monsey, NY 10952	Admin: Rabbi Kramarsky x 103 SHIP TO: 229 Maple Ave	356-0061 356-0223 fax
<b>Bais Trany of Monsey</b> N – 5 Girls	P.O.B. 870 Monsey, NY 10952 SHIP TO: 276 Grandview Ave.	Admin: Moishe Silberman x102 Prin: Mrs. Friedlander x106	371-6900 371-2065 fax
<b>Bais Yaakov D'rav Hirsch</b> <b>YRSRH of Monsey</b> 9 -12 Girls	POB 344 Monsey, N.Y. 10952 SHIP TO: 235 N. Main St., Suite 5, Spring Valley 10977	Admin: Shlomo Rosenstock Prin: Lynda Zentman	371-6750 371-6618 fax



<b>Adas Yereim</b> Pre K -8 Boys	33 Union Rd Spring Valley, N.Y. 10977	Admin: Chaim Itzkowitz x101 Prin: Yitzchok Heimowitz x108	425-5678 425-5725 fax
<b>A.S.H.A.R.</b> PreK – 8 Boys and Girls	70 Highview Rd. Monsey, NY 10952	Admin Josh Friedman x105 Prin: Rabbi Ari Jacobson x101	357-1515 357-6872 fax
<b>Avir Yakov Boys</b> 6600 PreK – 12 Boys	POB 840 Spring Valley, NY 10977 SHIP TO: 766 North Main St	Admin: Dov Goldman x124 Prin: Rabbi Z. Holczler	354-7555 or 362- 354-6618 fax
<b>Avir Yaakov Girls</b> N - 12 Girls	POB 840 Spring Valley, NY 10977 SHIP TO: 15 Roosevelt Ave.	Admin: Eliezer Moshel x128 Prin: Malka Neustadt x2100	354-0874 354-3111 fax
<b>Avnei Shlomo</b> 11 and 12	23 A Ellish Parkway Spring Valley, NY 10977		352-0939 office 425-8238 fax
<b>Ayeles Hashachar</b> N-6 Girls	P.O.B. 416 Tallman, N.Y. 10982 SHIP TO: 186 Saddle River Road	Admin: Aviva Marburger Prin: Yehudis Helfand	352-2747 352-1030 fax
<b>Bais Chinuch Hayoshon</b> K – 11	POB 1099 Monsey, NY 10952 SHIP TO: 984 Route 202, Suffern N.Y. 10901	Admin: Joel Freund	362-9686 352-0655 fax
<b>Bais Hachinuch</b> Boys (aka Childrens Learning Center) 3 – 8	P.O.B. 991 Monsey, NY 10952 SHIP TO: 50A South Main St., S.V. 10977	Admin: Mrs. M. Kagan Prin: Rabbi Naftali Eisgrau x133	354-3805 354-3806 fax
<b>Bais Malka</b> PreK - 12 Girls	PO Box 977 Monsey, NY 10952 SHIP TO: 40 Grandview Ave., Spring Valley, N.Y. 10977	Admin: Rabbi Aaron Grossman x103 Princ: Mrs. Ribiat x108	354-9500 354-2864 fax
<b>Bais (Beth) Mikroh</b> PreK - 8 Boys	POB 456 Monsey, NY 10952 SHIP TO: 221 Viola Rd.	Rabbi Yaakov M. Horowitz x103 Rabbi Gabriel Bodenheimer x106	425-4880 425-1062 fax
<b>Bais Shifra Miriam</b> K - 12 Girls	POB 682 Monsey, NY 10952	Admin: Rabbi Kramarsky x 103 SHIP TO: 229 Maple Ave	356-0061 356-0223 fax
<b>Bais Trany of Monsey</b> N – 5 Girls	P.O.B. 870 Monsey, NY 10952 SHIP TO: 276 Grandview Ave.	Admin: Moishe Silberman x102 Prin: Mrs. Friedlander x106	371-6900 371-2065 fax
<b>Bais Yaakov D'rav Hirsch</b> <b>YRSRH of Monsey</b>	POB 344 Monsey, N.Y. 10952	Admin: Shlomo Rosenstock Prin: Lynda Zentman	371-6750 371-6618 fax

## **Appendix F**

**The following locations are alternatives for ERCSD buses to pick up students in the event that they cannot load students from a school's campus or access the property. The alternatives were chosen by the Director of Transportation.**

Spring Valley HS --- Kennedy Drive  
Ramapo HS – Viola Road  
Pomona MS – Pomona Road  
Chestnut Ridge MS – Chestnut Ridge Road  
Lime Kiln ES – Lime Kiln Road  
Grandview ES – Grandview Ave  
\*Summit Park ES – Route 45  
Hempstead ES – Brick Church Road  
Elmwood ES – Robert Pitt Drive  
Margetts ES – Margetts Road  
Eldorado ES – Eldorado Drive  
Fleetwood ED – Fleetwood Ave  
Kakiat ES/MS & ECC – Viola Road\*

**\*Would require police assistance, due to the traffic on the road involved.**

# **APPENDIX G**

## **Sites of Potential Emergency**

The following includes, but is not limited to, some areas which may pose a threat to the East Ramapo Central School District.

- 1) **Route 59 and Route 304, as well as where they intersect in the town of Nanuet.**
- 2) **The Palisades Parkway and Interstate 287/87.**
- 3) **The Nanuet Mall**
- 4) **The Palisades Center Mall**
- 5) **Several gas stations within a two mile radius of the school district.**
- 6) **A propane gas company located on Route 59 in Nanuet.**
- 7) **A railroad that crosses over Route 59 in Nanuet.**
- 8) **Indian Point Nuclear Reactor, Buchanan NY**

# **APPENDIX H**

## **Required Plan Development Procedures**

**The following is a list and statement on behalf of the East Ramapo Central School District asserting that certain procedures were followed during development of the District Wide School Safety Plan.**

### **Committee Members – District Wide Safety Team**

Dr. Ray Giamartino, Jr , Superintendent of Schools, ERCSD

Mr. Tom Carton, Coordinator of Security, Chief Emergency Officer , ERCSD

Ms. Linda Macias Chief Financial Officer, ERCSD

Dr. Daniel Shanahan, Director, Funded Programs

Ms. Chris Healy, Coordinator of Health Services, ERCSD

Mr. Howard Hyman, Acting Director of Facilities, ERCSD

Mr. Douglas Schweglar , Director of Transportation

The ERCSD District Wide Safety Plan was revised by the above named Safety Team members and will be adopted by the Board of Education on June 29,2021 . The plan will be filed with the Commissioner of Education no later than 30 days after its adoption. Please note the original plan was made available for public comment on August 21, 2001 and adopted by the board on July 1, 2021.